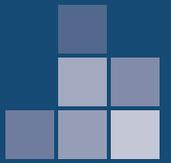


AP[®] German Language and Culture

Course Planning and Pacing Guide 1

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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.

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AP Equity and Access Policy

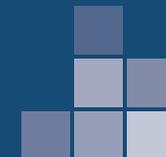
The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, 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

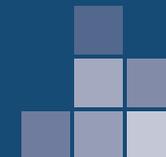
This guide is one of four *Course Planning and Pacing Guides* designed for AP® German Language and Culture teachers. Each provides an example of how to design instruction for the AP course based on the author's teaching context (e.g., demographics, schedule, school type, setting).

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.



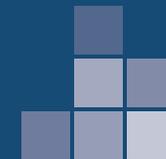
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Miami Palmetto Senior High School Miami, Florida

School	Public high school located in suburban Miami
Student population	Enrollment of approximately 3,400 students: <ul style="list-style-type: none"> • 40 percent white non-Hispanic • 35 percent Hispanic/Latino • 18 percent African American • 5 percent Asian American • 2 percent multiracial
	<ul style="list-style-type: none"> • Approximately 14 percent of the students receive free or reduced-price lunches. • About 95 percent of the students continue their education at a postsecondary institution.
Instructional time	The school year begins in mid-August and has approximately 180 school days. Class meets every day for 60 minutes.
Student preparation	<p>At our school, students can only begin their study of German in the ninth grade. Because of this, students in this course are almost always in their senior year of high school and are taking at least one other AP® course in addition to AP German Language and Culture. In many cases, students are taking as many as three or four additional AP courses.</p> <p>Students studying German at our school have various strengths and weaknesses. They include some of the brightest students in the school, as well as some who face great challenges on the reading and writing sections of our state-mandated tests. The first- and second-year courses are taught with the use of a textbook as a guide, as well as other materials to supplement the curriculum. Many strategies from TPRS (Teaching Proficiency through Reading and Storytelling) are also included in the beginning curriculum. By the third and fourth years, the curriculum becomes much more theme-based. Various topics are studied and revisited, and grammar is taught in order to meet functional needs. The AP course is taught in combination with German 3 Honors because of small enrollment and scheduling constraints. Admission to the AP course is open to any student who is interested and willing to work. Typically, there are about 10 students enrolled in the AP course and 15 to 20 students in German 3 Honors.</p>

Overview of the Course



The AP course provides students with the opportunity to review, refine, and advance knowledge that they have gained in their first three years of studying German. For the most part, students have been previously exposed to most of the grammar and some of the themes that are discussed in the AP course, but this is their chance to refine their knowledge and to deal with the intricacies of the language and its culture. By the time students enter the AP course, they are expected to use German as the primary language of communication in the classroom, and to this end I communicate with students almost exclusively in German throughout the course. Because my students have indicated that their main purpose for learning German is for Interpersonal Spoken Communication, a great deal of attention is paid to this mode of communication, but not at the expense of other modes. Authentic resources are often incorporated into classroom activities and projects; these include a variety of literary texts in the forms of short stories, poems, and works of *Jugendliteratur*, podcasts, audio and video recordings, and magazine and online newspaper articles.

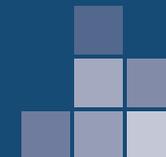
In choosing authentic materials, I always consider whether the topic at hand will be of interest to my students and whether they will be able to relate to it in some way. I also consider the connections that can be made to background knowledge and knowledge from other courses they are currently taking. The course units contained in this course planner do not necessarily have to follow a linear course of progression, as suggested here. The themes in the AP German Language and Culture Course allow for the exploration of topics that are of interest to me and my students.

One of the things I value most as a teacher, especially one who has always taught this course in combination with another level, is the ability of my students to work independently, with a partner, or with a larger group. Many assignments and classroom activities require students to work in pairs or small groups, and I encourage them to support each other to develop accuracy in language use, while encouraging creativity, humor, and imagination.

I realize how important it is to differentiate instruction. Not only is it important for me to present information in different ways, it is also important for students to be able to process learning and to demonstrate language proficiencies in ways that allow them to perform at their best. I make time to teach and reteach as needed, and I use techniques such as *Stationenlernen*, RAFT Essays, Tic-Tac-Toe Choice Boards, etc., to appeal to students' different learning styles.

Students do not spend most of their time practicing for the exam by working through previous questions; rather, they learn about exam expectations at different points during the year. In order to become familiar with the expected level of performance on the AP German Language and Culture Exam, students review the grading rubrics and learn how to use them to evaluate their own work. Additionally, I familiarize them with the learning objectives for the course and the Achievement Level Descriptions found in the AP German Language and Culture Course and Exam Description. Students understand the course and exam expectations much better and can take more ownership of their learning when goals and targeted results are clear to them.

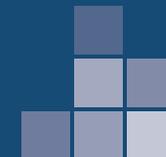
- Globalisierung
- Alltag
- Persönliche und öffentliche Identität
- Familie und Gemeinschaft



Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication	Web materials: Articles „Familie“ „Was ist Familie heute?“	Instructional Activity: I begin this unit with a quick brainstorming activity to reactivate vocabulary associated with families. Students feel quite comfortable despite the long summer break because so much of the vocabulary is so familiar to them. They then read information about family structures and different kinds of families from around the world, found on an authentic website. Students work in small groups (two to three) to summarize a section of the reading assigned to their group. They present their summary on a poster with illustrations highlighting the content.
Spoken Presentational Communication		Formative Assessment: Students give a short oral presentation to their classmates about the different family structures found around the world and develop their own comprehension questions for their fellow students. A short rubric is used to provide students with information on the strength of their presentations and areas to target for improvement.
Spoken Interpersonal Communication		Instructional Activity: Students participate in a paired discussion about where they locate their families in the spectrum of family structures presented in the article they read. Students are encouraged to ask their partners questions to get to know them better. This leads to a group discussion on how differently families can be defined in societies, as well as to the sharing of information about what students learned about each other.
Written and Print Interpretive Communication	Print materials: „Einwanderung und Multikulturalismus“ from <i>Zeitgeist A2</i> (textbook article) Web materials: Article „Gastarbeiter“	Instructional Activity: In preparation for exploring their own or their family's migration and transit stories, students read about <i>Einwanderung</i> und <i>Multikulturalismus</i> in Germany. After reading texts that address integration, problems facing minority groups, and immigrants and asylum seekers to Germany, students share their opinions on the question of whether immigration to the United States should be limited. This is also the perfect opportunity for students to discuss the phenomenon of <i>Gastarbeiter</i> using a Web article as a way of drawing parallels between the roots of Germany's multicultural society and the multicultural society in which they live.

Beginning this unit with the topic of “family” allows students to become reacquainted with each other. Because of the familiarity of the vocabulary, this topic lends itself to easing back into German after the summer break.

Essential Questions: ▼ What different types of families exist in the world? ▼ How does a family's story shape an individual? ▼ What are the challenges that lead to migration? ▼ What are the consequences of migration?



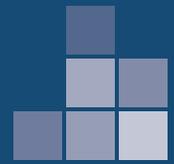
Learning Objectives	Materials	Instructional Activities and Assessments
Written Presentational Communication		<p>Formative Assessment:</p> <p>Students create a “gallery walk-through” based on the German perspective on migration. They find an image they associate with German immigration issues and develop a text to accompany it on a small poster. These are then displayed in the classroom and students evaluate each image choice and information as part of this walk-through. Students receive feedback via a rubric and are encouraged to make changes before submitting a final copy to the teacher. The exhibit is displayed in the classroom and visited by students at other levels.</p>
Audio, Visual, and Audio-Visual Interpretive Communication	<p>Video: <i>Schwarzfahrer</i></p>	<p>Instructional Activity:</p> <p>Students view <i>Schwarzfahrer</i>, a wonderful authentic short film that is used as a stimulus for discussion on migration, racism, and stereotypes. The film is also used later as part of the summative assessment for this unit.</p>
Written Presentational Communication		<p>Formative Assessment:</p> <p>As we continue reading about topics, students write short journal entries in response to their readings about migration and the problems minority groups face. Students also respond to other students’ journal entries via journal dialoguing, which allows for further exploration of certain topics. We discuss their journal entries in class as part of our post-reading discussions.</p> <p>Summative Assessment:</p> <p>After viewing the film <i>Schwarzfahrer</i>, students read an article that presents a positive view on migration to Germany and are asked to compare it to the negative views held by the main character in <i>Schwarzfahrer</i>. They synthesize the perspectives found in the two sources and present their own point of view by composing a letter to the editor of a German newspaper. In this assessment, students are addressing two essential questions from the unit: “What are the challenges that lead to migration?” and “What are the consequences of migration?”</p>
Spoken Presentational Communication		<p>Summative Assessment:</p> <p>Students research and share their own family histories by giving an oral presentation to the class about their own or their family’s “transit” story as migrants to the United States. Students draw parallels to the readings in class and point out the similarities and differences they find in their own experiences.</p>

Because AP students create their gallery display and its accompanying text and then “visit” the gallery independently, this allows the mixed-level class teacher to spend time with other levels.

Having students share their short, personalized journal entries throughout the year allows me to gauge comprehension and comfort with the material as we proceed. Journal dialoguing is also a great way to promote written interpersonal communication.

Many of my students are recent immigrants to the United States and the reasons for their coming to the United States are varied and extremely interesting. Allowing students to choose how they want to present this information plays to their strengths. Technology tools are always popular, but so are songs or even rap. I also like the fact that this activity draws in members of the family and engages them in what is going on in German class.

- Alltag
- Persönliche und öffentliche Identität



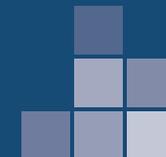
Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication		<p>Instructional Activity:</p> <p>The unit begins with a short <i>Einstieg ins Thema: Glücksspiele in Ihrem Land</i> with students exchanging information, opinions, and ideas with a partner about the role that games of chance play. Students discuss questions such as <i>Wer spielt? Was spielt ihr? Wer hat schon mal etwas gewonnen? Wer kennt Leute, die etwas gewonnen haben? Wie viel Geld haben sie gewonnen? Was haben sie mit dem gewonnenen Geld gemacht?</i></p> <p>After the paired conversation, the students have a large group discussion. We also talk about products such as <i>Lottozahlen, Zusatzzahl, Superzahl, Spiel 77</i> and <i>Super 6</i>, and notions such as <i>ein Sechser</i> that are used in games of chance in the German-speaking countries and the differences in games of chance found in the United States and in Germany. We look in particular at statistics and the amount of money people play for.</p>
Audio, Visual, and Audiovisual Interpretive Communication	<p>Web materials:</p> <p>„Einmal Lotto-Millionär und zurück“ (magazine/Web article)</p> <p>„Modernes Leben: Einmal im Leben“ (magazine/Web article)</p> <p>Video:</p> <p>„Plötzlich Millionär – Glück und Unglück von Lottogewinnern“</p>	<p>Instructional Activity:</p> <p>This activity combines a report on unlucky lotto winners from a German TV show and a reading about an unlucky lotto winner. Students demonstrate comprehension of the main ideas and details in the video by putting events in chronological order, defining colloquial German expressions found in the video by using German equivalents, completing content-based sentences, and answering some open-ended questions. Students complete some similar tasks for the article they read. Because both pieces focus on misfortune after winning the lottery, we discuss students' opinions on whether money equals happiness.</p>
Spoken Presentational Communication		<p>Formative Assessment:</p> <p>Students produce a formal spoken presentation in which they find stories of lotto winners with unhappy endings. They present a narrative of the person's life and the changes that were experienced as a result of a sudden change in income and make comparisons to the people presented in the previous audio and print materials. Students receive feedback from the teacher and other students about their presentation of the narrative and about how well the student is able to tie it to the Web materials and the video we have discussed in class. The focus here is on students' ability to present new information and synthesize it with our previous activities.</p>

One of the questions that always comes up with this topic is *Was würdest du machen, wenn du eine Million Dollar hättest?* Discussing this first with a partner and then with the entire class is interesting, as students tend to focus less on material gain and more on benefits to society when the question is discussed with the entire class.

This topic provides the perfect opportunity for me to talk to the students about German products, such as *Arbeitslosengeld*, and about perspectives like the government's moral and financial responsibility to the unemployed.

Students could also talk about a life-changing event that had a negative outcome and still focus on the theme of this unit.

Essential Questions: ▼ What happens to a person after a life-changing event? ▼ What is a public identity?
▼ How do people define their identity in a personal ad or on a social networking site?

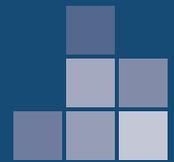


Learning Objectives	Materials	Instructional Activities and Assessments
Written Presentational Communication		<p>Summative Assessment:</p> <p>Students revisit the essential questions for the unit and address one of them in an essay. They can choose to write about a life-changing experience or about personal and public identity, illustrating their writing with examples from this unit. They may also choose to write a persuasive essay to convince someone to play (or not play) games of chance.</p>
Spoken Presentational Communication		<p>Instructional Activity:</p> <p>I spend some time with my students reviewing the use of transition words in presentational writing and speaking. We focus on coordinating and subordinating conjunctions. Students, working in pairs, are assigned a set of conjunctions and given a three-step assignment: (1) give examples of the conjunctions used in context, based on our discussions about games of chance; (2) create (in consultation with me) a short, contextualized exercise that reflects correct use of those conjunctions; and (3) present examples and exercises to classmates and answer any questions.</p>
Written Presentational Communication		<p>Formative Assessment:</p> <p>Students create a personal ad for one of the people they have researched. We first brainstorm what kind of information would be found in a personal ad and come up with short answers. We follow these up with longer questions that the students feel they could answer creatively. Students identify about 15 questions for the personal ad and then select their favorites. Each student then creates a personal page on the class wiki, based on the person they researched. They visit one another's pages, providing suggestions for editing and other feedback.</p>
Written and Print Interpretive Communication	<p>Literature: Johann Peter Hebel's „Drei Wünsche“</p>	<p>Instructional Activity:</p> <p>As a culmination to the unit, we read a short literary text by Johann Peter Hebel titled „Drei Wünsche.“ First, we read only the first half of the story, where the couple is given the task of deciding what they want to do with their three wishes. We compare it to the readings and videos we have viewed and discuss similarities in theme.</p> <p>Formative Assessment:</p> <p>Dividing „Drei Wünsche“ into two sections allows students to stop and make predictions about what will happen in the second half of the text. In justifying their predictions, students reveal their understanding of the text so far. This also allows me to clarify the parts of the story that may have been challenging or may have been misinterpreted by students.</p>

The focus of this activity is on form, but it is important that the function of the transitional elements used in context be emphasized. I encourage students to revise their writing and go from 20 Cent Sätze to 1 Euro Sätze. We rework our earlier exercises to include more conjunctions and more transitions, and it becomes a sort of competition as to who can use the most conjunctions in a more sophisticated way and develop the teuerste sentences

I really think a class wiki allows for class collaboration to be kept in one central location and provides a safe and secure environment that students feel belongs to them.

Students' predictions often reveal patterns of gender stereotyping as to what people do when they have a fortunate turn of events in their lives. These predictions can lead to an interesting discussion about the topic.



Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication		<p>Summative Assessment:</p> <p>Students discuss the essential questions and the moral of the short story „Drei Wünsche,“ which is <i>Die beste Gelegenheit, glücklich zu werden, hilft nichts, wenn man nicht den Verstand hat, sie zu nutzen</i> and refers back to the first essential question. These small (two- to three-person) group conversations begin with a question posed by me. Students are assessed on their ability to develop their responses, ask personal questions, interact with others, ask for more information, etc. A peer-review is included.</p>

Students can use their cell phones or laptops to record their conversations, and I can evaluate them later.

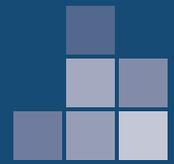
Moderne Architektur: Friedensreich Hundertwasser und die Hundertwasserschule

Themes:

- Alltag
- Schönheit und Ästhetik
- Familie und Gemeinschaft
- Persönliche und öffentliche Identität

Estimated Time:

4 weeks



Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication	<p>Web materials: „Biografie von Friedensreich Hundertwasser“ (Web article)</p> <p>Print materials: Barbara Seiff. <i>Träume ernten – Hundertwasser für Kinder.</i></p>	<p>Instructional Activity: The unit begins with an introduction to Hundertwasser’s childhood. Students read a short biography of the artist using both the Web materials and the print materials from Barbara Seiff’s book. I also create <i>Denk mal darüber nach</i> questions that encourage students to reflect on how an artist’s life can shape his or her philosophies and artistic output. To stir discussion, I use such questions as <i>Warum hieß er Hundertwasser, wenn seine Eltern Stowasser hießen? Und hieß er Friedensreich oder Friedrich? Welchen Einfluss hatte Hundertwassers Jugend auf seinen Kunststil? Kennst du einen anderen Künstler, der sich einen neuen Namen ausgesucht hat?</i></p>
Written Interpersonal Communication		<p>Formative Assessment: The Interpersonal writing in this unit helps students understand the conflict in Hundertwasser’s life by asking them to write a journal entry about a time when they had a conflict with their parents and to explain how the conflict was resolved. Personalizing it in this way helps them better understand Hundertwasser’s conflict with his desires and his mother’s wishes, as presented in the short biography. Students are asked to make ties to Hundertwasser’s biography and their own conflict with their parents. Because this is a journal entry, students read one another’s work, peer-edit, and comment on one another’s entries.</p>
Spoken Interpersonal Communication	<p>Teacher-created handout: „Künstlernamen“</p>	<p>Instructional Activity: Students are asked to create an artist name. In a short introduction to this activity, students play a game to guess which famous people have changed their names for artistic purposes. Then students are asked to come up with their own artist name after answering a series of questions that help them explore their own identity. The second part of the activity, in which students create their own names, lends itself to the exploration of self and questions of identity via paired and small-group conversation.</p>

I combine learning about the architect Friedensreich Hundertwasser with a familiar topic, like school, and lead students to a discussion of philosophy, art and architecture, and daily life. We also connect to science as we consider nature, the environment, and the concept of skin. Because the unit is quite long and involved, you might pick and choose activities, or use these activities in other contexts.

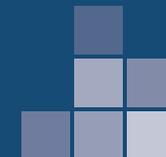
Having the students compare and contrast their own lives to Hundertwasser’s allows me to see how well students have understood how Hundertwasser’s life affected his work, as well as the details of his biography.

Essential Questions:

- ▼ How do artists’ philosophies of art and architecture shape their work? ▼ What is the role of school and home in society? ▼ What are the differences and similarities between German and American school cultures?
- ▼ What is “skin” and what are “metaphorical skins”? ▼ What is the relationship between name and identity?

Moderne Architektur: Friedensreich Hundertwasser und die Hundertwasserschule

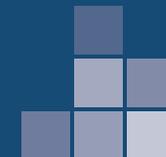
(continued)



Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication		<p>Instructional Activity:</p> <p>Continuing our exploration of what Hundertwasser’s philosophy brings to our world, we discuss the notion of the spiral as a central component in Hundertwasser’s art, which brings elements of science and nature into the classroom and challenges students to compare the spiral to the straight line in nature. Students also discuss the symbol that is most meaningful to them.</p>
Written and Print Interpretive Communication	<p>Web materials: „Die Haut des Menschen“ (Web article)</p> <p>Print materials: „Fensterrecht“ (artist’s philosophy – article) „Baumpflicht“ (artist’s philosophy – article)</p>	<p>Instructional Activity:</p> <p>Before reading about Hundertwasser’s concept of the five skins, students read a science article about skin itself. The article is at a level that can be understood by the students and for which a KWL (Know – Want to Know – Learned) chart is ideal. This provides a nice introduction to the concept of skin before proceeding with the artist’s own ideas. We continue our exploration into the artist’s life by reading two manifestos that present Hundertwasser’s philosophies for architecture, which are quite dense but can be discussed as a class. Elements discussed include nature and environment, individuality, racism, and skin.</p>
Spoken Presentational Communication		<p>Formative Assessment:</p> <p>After reading and discussing Hundertwasser’s philosophy, students better understand the artist’s constant need to create something new. Students work in small groups to come up with something that needs to be invented. First they work independently and then must “sell” their idea to their group. The group provides feedback on each idea and the presentations are revised and presented again to the group, where the best idea becomes the idea the group will develop. Students then design their creation, give it a name, explain why it is needed and what it would do, make a picture of it, and present it to the entire class. They explain how they were influenced by Hundertwasser, another artist, or their own artistic philosophy in the development of their invention.</p>
Audio, Visual, and Audiovisual Interpretive Communication		<p>Instructional Activity:</p> <p>We listen to materials that I collected during my visit to the Hundertwasserschule in Wittenberg. We use audio materials from the tour to better develop global and discrete listening proficiencies. This audio is paired with a text from the school’s website that explains how the school came to be. The combined materials reinforce what the students have learned so far about Hundertwasser.</p>

While the texts mentioned here can be quite challenging to students, they provide a great deal of background knowledge. In science, the texts reinforce concepts students already may be familiar with and add new vocabulary. The manifestos allow for a guided reading and a lot of discussion, which helps students deal with difficult texts.

Students should be encouraged to be creative and have fun with this activity. Monitoring student interactions helps me understand how well students are able to describe their idea and create a convincing argument, which gives me information that I need in order to make instructional decisions.

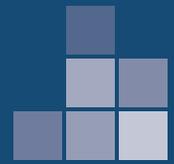


Learning Objectives	Materials	Instructional Activities and Assessments
Written Presentational Communication		<p>Formative Assessment:</p> <p>Students are introduced to an essay contest entitled <i>Das ist meine Traumschule</i>. This contest asks students, much like the students in Wittenberg, to describe their dream school and what they would do to make it a reality. It is a good way to develop comparisons and contrasts with the project in Wittenberg. The students focus on what they like and dislike at their school and what they would do to change their school for the better. Students read one another's essays, comment, and vote for the contest "winner." Students' essays provide me with information about their understanding of Hundertwasser's philosophy and the foundation of the Hundertwasserschule. Because artistic theories can sometimes be complicated, this allows us to revisit how students have interpreted these theories in their essays.</p>
	<p>Web materials: „Feng Shui fürs Klassenzimmer – in 10 Schritten zu einem besseren Unterrichtsklima“ (Web article)</p>	<p>Summative Assessment:</p> <p>The final assessment in this unit focuses on the essential question "How do artists' philosophies of art and architecture shape their work?" and can vary: (1) Students can change the classroom to fit their notion of <i>Traumschule</i> and ask for donations to bring this about; (2) Students can "Hundertwasser-ize" their school, by designing different classroom doors as an alternative to <i>Fensterrecht</i> and reach out to the community as a means of improving their school; (3) Students can write letters to German-speaking artists asking for help in a beautification project for the classroom or for the school at large. Each variation includes written and oral presentational communication to support the steps for the specific activities (e.g., pitches for specific design changes with supporting arguments, justification of projects tied to philosophical reasons, letters, etc.).</p>

Students write better when there is something at stake. In this activity, having a "winner" for the competition leads to more careful writing, and students are more invested in the content of their essays.

- Alltag
- Persönliche und öffentliche Identität
- Familie und Gemeinschaft

6 weeks



Learning Objectives	Materials	Instructional Activities and Assessments
Written Presentational Communication	Web materials: www.voicethread.com (sharing text and audio website)	Instructional Activity: Before we begin reading <i>Das Orangenmädchen</i> , it is important to prepare students by introducing the work in a context that is familiar to them. In this novel, one of the central themes of the book is memories. As a first step, students log onto VoiceThread, upload a personal image related to one of their memories, and write a text about the memory they associate with the picture.
Spoken Presentational Communication		Instructional Activity: Students interview a friend or family member who also has a memory of the same event they wrote about in their VoiceThread and then record themselves speaking about the similarities and differences between their memories and those of their parents/sibling.
Spoken Interpersonal Communication		Instructional Activity: Students listen to a partner's VoiceThreads and pay attention to the text and the recorded commentary. Students then have the opportunity to talk to their partners about their VoiceThreads and ask questions, ask for clarification, and ask about the experience.
Written Interpersonal Communication		Instructional Activity: Students comment on the VoiceThread via written commentary, giving feedback, asking further questions of their classmates, and interacting via the website.
Written and Print Interpretive Communication		Instructional Activity: Another way to get students ready for reading is to think about the artwork and title of the book before jumping into the story. I also prepare a VoiceThread based on the cover of the book and ask students to create a story based on the cover. Students will click on the play button, listen to the questions provided to get them thinking about the cover, and write or speak their story. Then, students listen to all of the different predictions about the book.

*I vary the works of KJL used in class every year. This unit is based on Jostein Gaarder's *Das Orangenmädchen*. However, the ideas can be applied to most any work of Jugendliteratur. Additionally, this first activity includes the use of VoiceThread, which is a great website for sharing student-created materials using audio and text.*

This activity is closely connected to the first activity using VoiceThread, which is part of the Written Presentational Communication part of this unit.

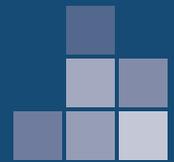
Setting up the work of literature is always a good first step. In this activity, students are encouraged to make predictions based on the book's cover, and there is no wrong answer. This lets students share the possibilities of what the story may be about.

Essential Questions:

- ▼ Is there a true memory, or are all memories self-created?
- ▼ What do parents want to leave behind for their children?
- ▼ What are the rules of love, and do these rules have to be followed?
- ▼ What does it mean to be an adult?

Kinder- und Jugendliteratur: Jostein Gaarders *Das Orangemädchen*

(continued)



Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication	Literature: Jostein Gaarder. <i>Das Orangemädchen</i> .	Formative Assessment: Rather than give students a set of questions to answer or vocabulary words to define, I often have them work out meaning in pairs and small groups. They can complete a Venn diagram that compares and contrasts their characterization of the character presented. They work in small groups to discuss main characters as they are introduced and to share their opinions about them. Students make predictions, ask questions about the characters, and even draw their interpretation of what the characters might look like. Groups share information, clarify difficult areas, and identify the major characters in the book. This provides information on what misperceptions students may have and where a more careful reading of the novel might be necessary.
Spoken Interpersonal Communication		Instructional Activity: Personalization of the contexts presented in <i>Kinder- und Jugendliteratur</i> is a great way to connect students to what they read. In this book, students read about a meaningful object from the main character's childhood. I lead students in a discussion of something meaningful from their childhood. Then students are divided into groups of four and share pictures of something they consider important from their childhood. They then tell one another what the picture means to them. The class comes back together as a whole and shares what they have learned in their groups.
Written and Print Interpretive Communication		Instructional Activity: Another way to connect students to the reading is to focus on the conflict and the emotions involved in finding a resolution. We begin by brainstorming words that relate to emotions (including synonyms) not limited by the text. We then continue by narrowing the list of words to those that students believe they found while reading the text (<i>Neugier, Trauer, Wut</i> , etc.). Then students work in small groups to cite examples of these emotions from the previous night's reading assignment.
	Web materials: „Edwin P. Hubble – Begründer der Urknall-Theorie“ (Web article)	Instructional Activity: It is important to find connections to other disciplines in literature. Because many of the ruminations of the author in subsequent parts of the text have to do with our place in the solar system and our existence as tiny individuals in an enormous cosmos, there are many references to Hubble and his discoveries. Reading an article about this allows for a nice connection between German and astronomy. Most students have read about this in their physical science courses and have background knowledge on the topic.

I find that strategies for struggling readers in English (e.g., CRISS strategies) often work very well with students who are developing their Interpretive Communication skills in a new language. It is always useful to talk to the reading and English/language arts teachers to see how we can support their efforts in the German classroom.

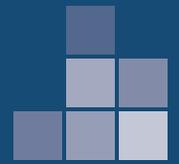
Finding ways for students to get to know each other better is one of the things that make the world language classroom different from many others. I always try to infuse my teaching with activities that allow students to share meaningful moments in their lives with their classmates.

This activity helps students identify evidence to support a claim based on a text. Students often need training in this as they prepare to write essays in which they have to support their opinions.

While these texts can be quite challenging, with the help of the whole class, the experience can be an excellent introduction into a different discipline in German.

Kinder- und Jugendliteratur: Jostein Gaarders *Das Orangenmädchen*

(continued)



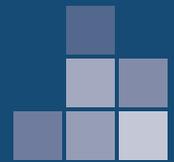
Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication		<p>Formative Assessment:</p> <p>One of the highlights of any work is its resolution. The groups evaluate the theories presented in the text and choose the most plausible one of the theories given. Then group members defend their choice and explain why they have chosen this theory. Students read the entries, ask questions of the people who wrote them, and compare them to the theories in the book. As the book comes to its conclusion, students find out which theory was actually correct.</p>
	<p>Web materials: www.xtranormal.com (cartoon website)</p>	<p>Summative Assessment:</p> <p>Students are asked to choose a part of the novel and to imagine it in a new context. The website allows students to choose characters and settings and create voiceovers in German. Students create an original video using the website and illustrate their understanding of a concept in the book. I encourage them to be creative in their choice of characters but always remind them that their choices have to be grounded within the context of what we have read. I also ask students to make sure to reflect on one of the essential questions from the unit in their video and to use the story to illustrate how it is dealt with in <i>Das Orangenmädchen</i>.</p>

These theories help me better understand where students might be struggling with the text and which passages we might need to discuss further.

This is a great way to allow students to demonstrate their understanding of the text using something other than paper and pencil.

- Globalisierung
- Alltag
- Persönliche und öffentliche Identität
- Schönheit und Ästhetik

7 weeks



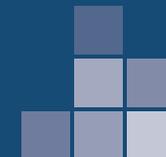
Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication	Teacher-Designed Activities: Der Lehrling/The Apprentice (classroom activities)	Instructional Activity: The unit begins with a short brainstorming activity in which students talk about the role of advertising in their lives. Considered are questions such as: How much advertising do you see every day? What type of advertising appeals to you? What doesn't? When do you watch advertising? Students keep an advertising journal of television and Internet advertisements organized according to the "w" questions about ads: <i>wer? was? wo? warum? wie?</i> Students document the information for classroom discussions and analysis of advertising techniques.
Written Presentational Communication	Web materials: Company websites such as www.mcdonalds.de or www.coke.de www.YouTube.com (for finding latest authentic advertisements from German-speaking countries)	Instructional Activity: Students view German advertisements on YouTube and then write a short journal entry on their favorite commercial. The commercial may be presented in a variety of ways: descriptive retell, personal retell (as if students are in the commercial), or even illustrated cartoon with speech bubbles.
Spoken Presentational Communication		Instructional Activity: The "favorite commercial" is presented to others in a short, informal presentation. Following these presentations, we take a look at one company's commercials in the United States and in Germany. We view and analyze ads for the company's German advertising campaigns and compare and contrast the structure, content, message, tone, and the use of humor with the company's American commercials. Then the students revise their presentations to make sure they include information on structure, content, message, tone, and the use of humor.
Audio, Visual, and Audiovisual Interpretive Communication	Video: „Vermarktungsprofi Heidi Klum“ (online video article)	Instructional Activity: Students view a news report about Heidi Klum, a German celebrity icon. They then discuss Heidi Klum, first by doing a KWL activity about her, and then by comparing her roles in American society and in German society.

In this unit, my students first learn about advertising and its goals. We also discuss the metaphors through which we understand our own culture and then analyze how companies represent themselves in different cultures.

Students love to find the latest German-language commercials on YouTube but are less used to actually stopping and thinking about the content or cultural differences. This activity brings watching commercials to a whole new level.

Essential Questions:

- ▼ How does a multinational company reinterpret itself to appeal to different audiences through advertising?
- ▼ What metaphors help define a culture's advertisements? ▼ What role do stereotypes play in advertising?
- ▼ What do stereotypes tell us about a culture?



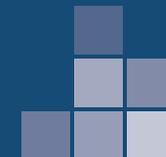
Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication		<p>Instructional Activity:</p> <p>We explore one company's German-language website and compare it to its American counterpart. Students are given the chance to explore both websites and note similarities and differences in the two sites. We consider how the companies portray themselves to different audiences and what this says about the target audience. After this research, we consider the question <i>Warum Heidi?</i> Students discuss why they think Heidi Klum was chosen as a representative for a specific company. Their responses are used for later discussions on the choice of specific individuals as spokespersons for products.</p> <p>Summative Assessment:</p> <p>Students conduct research for a presentation on a multinational company's advertising in Germany. For this assignment, they develop a tech-enhanced presentation that includes an ad that they introduce to the class. They explain the choices they made for the advertisement, including the people chosen to be spokespersons, the actual content of the advertisement, the intended audience (is it specifically German?), and the purpose of the advertisement (is it to inform, entertain, or persuade?). The assessment focuses on all of the essential questions for this unit.</p>
Spoken Presentational Communication		<p>Summative Assessment:</p> <p>Students create their own product (a soft drink) and design an ad campaign to "sell" to students in a lower-level course. Students' ad campaigns should include a product name, logo, slogan, jingle, and video advertisement.</p>

Students enjoy the freedom of choice in this part of the project, and it is the perfect way to wrap up this unit. There is a great variety of resources that can bring aspects of German, Swiss, or Austrian daily life into our world.

This is a longer assessment and can be used as part of this unit to motivate students to continue their study of German.

- Globalisierung
- Persönliche und öffentliche Identität

4 weeks



Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication	Print materials: „Bei den Wessis ist jeder für sich“ (article in <i>Kaleidoskop</i>)	Instructional Activity: <i>Kaleidoskop, Thema 3</i> provides an introduction to a timeline of German history after 1945 and an interesting article called <i>Bei den Wessis ist jeder für sich</i> . Before reading the article (based on interviews with East German teenagers), students complete a KWL chart. While reading in small groups, students assume different roles (e.g., <i>der Voraussager, die Erklärerin, die Lehrerin, der Zusammenfasser</i>). They then work in groups to answer one another's questions about the text by predicting, explaining, asking, and summarizing. After reading, students engage in discussion based on the KWL chart and the result of their independent reading group work. Students demonstrate an understanding of culturally authentic expressions and develop an understanding of the perspectives held by the students in the interview.
Spoken Interpersonal Communication		Instructional Activity: To connect back to the first unit of the course, students have paired and small-group discussions based on their own experiences (or those of others they know) related to having to leave a country. They share the stories and the reasons why people make these types of decisions.
Audio, Visual, and Audiovisual Interpretive Communication	Film: <i>Good Bye, Lenin!</i> or <i>Das Leben der Anderen</i> Print materials: Film Guides available for both films at bdp.de and Goethe-Institut	Instructional Activity: Students watch the film <i>Good Bye, Lenin!</i> (or <i>Das Leben der Anderen</i>) as an introduction to a discussion of life in the DDR. Students view critically and discuss the products, practices, and perspectives presented in the film. We focus on certain scenes from the movie, analyzing the characters, their actions, and their beliefs. We discuss how character and beliefs inform actions, all the while reminding students to keep careful notes during this discussion so that they can incorporate the information in a role-play that will follow.
Written Interpersonal Communication		Formative Assessment: Throughout this unit, I keep a daily discussion blog in which a different student is responsible for asking a question based on a topic that arose during class. Other students respond in writing to the question and comment on one another's responses.

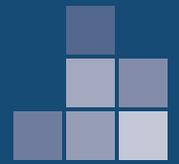
Every year we focus on a time period of German history in greater detail and explore it via authentic readings, audiovisual resources, and other print materials. I greatly enjoy doing a unit on postwar Germany through the fall of the Berlin Wall. Students at my school are not well informed about Germany after 1945, so this is the perfect chance for them to learn more.

There is a great variety of activities available for both of these movies on bpb.de and other websites and in the Goethe-Institut Filmhefte.

This is an alternative way to have students use their journals, and it provides constant information not only about their understanding but also about how engaged they are with a specific topic.

Essential Questions:

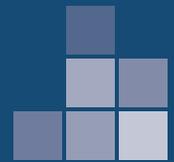
- ▼ What challenges did Germany face after 1945 and after the fall of the Berlin Wall?
- ▼ How did East and West Germans understand each other and themselves after the fall of the Wall?



Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Presentational Communication		<p>Instructional Activity:</p> <p>Students assume roles as East and West German students and discuss the stereotypes one side has about the other. They state and support opinions and elicit information from each other in the discussion.</p>
Written Presentational Communication		<p>Summative Assessment:</p> <p>Focusing on the essential question “What challenges did Germany face after 1945 and after the fall of the Berlin Wall?” and using the historical and social arguments that have been discussed in class, students write a personal letter to one of the characters from the film they viewed to persuade the character to leave or not to leave the DDR. Another student responds to the letter as part of the assessment.</p>

This is one of the liveliest discussions we have all year. The students really get into playing their characters, and they want to “win” the debate.

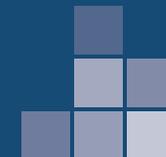
- Naturwissenschaft und Technologie
- Alltag



Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication		<p>Instructional Activity:</p> <p>The unit begins with a list of different inventions (students are not told they are all from the German-speaking countries): <i>die Straßenbahn, der Klettverschluss, der MP-3 Spieler</i>, etc., and a timeline with several dates. Students first decide which inventions they think are from the German-speaking world and explain why. In small groups, they then sequence the inventions on a timeline and discuss why they believe an item was invented during a particular time period. The small groups report their decisions to the class, and we then work together to create a timeline that the whole class believes is correct. To conclude this activity, I provide students with information on when each item was invented, and they compare the timeline they constructed to the real timeline.</p>
Written Interpersonal Communication	<p>Web materials: Wiki www.wikispaces.com (class wiki)</p>	<p>Instructional Activity:</p> <p>Students are asked to develop trivia questions about the inventions in the form of <i>Jeopardy</i> questions. I list the categories <i>Musik und Literatur, Kunst, Geschichte, Unsere Schule</i>, and <i>Sport</i> and students submit one question for each category as homework. I project the compiled questions, and we review the questions together. We try to find patterns of language use to inductively learn passive constructions, as well as answer the trivia questions. Students respond to each other in writing, not just with answers but with comments and opinions that are often quite humorous.</p>
Audio, Visual, and Audiovisual Interpretive Communication		<p>Instructional Activity:</p> <p>Students view videos (found on YouTube or on <i>spiegel</i>tv) or listen to podcasts about recent inventions in German-speaking countries and how these will influence our lives. They then use the wiki to report on these inventions and share the information they read. Students then ask questions in class about the inventions they found most interesting and follow up to get more information on the new inventions.</p>

I share pictures of the inventions so students have visual cues to use as they rethink the chronology of the inventions. There is a lot of conversation. Students are surprised to find that all of the items were invented in Deutschland-Österreich-die Schweiz (D-A-CH).

Essential Questions: ▼ How have inventions from German-speaking countries contributed to our daily lives? ▼ What factors drive innovation? ▼ What does the future hold for innovation, and what do we need from innovation?



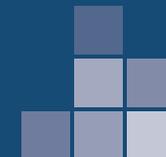
Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication	<p>Print materials: „Erfindungen und Erfinder“ (article and materials from <i>Studio d</i>)</p> <p>Web materials: „Kinofilme sollen bald riechen und schmecken“ (Web article)</p> <p>„Das Auto ruft den Notarzt“ (Web article)</p>	<p>Instructional Activity:</p> <p>Students read articles about different inventions, such as the history of chocolate (including two articles with conflicting information), an article entitled <i>Kinofilme sollen bald riechen und schmecken</i>, as well as another called <i>Das Auto ruft den Notarzt</i> about outfitting all cars with E-Call, an invention that automatically dials emergency services when there is an accident.</p>
Audio, Visual, and Audiovisual Interpretive Communication		<p>Instructional Activity:</p> <p>We also watch videos and listen to podcasts about recent inventions from around the world. As we talk about these inventions, we tie the discussion back to the creations from Hundertwasser and discuss what drives invention.</p>
Written Presentational Communication		<p>Instructional Activity:</p> <p>Students develop a list of questions to be answered in a written presentation about an invention. They then research any invention that they find interesting. They have to explain the need for the invention and the effect the invention has had on society. They then present their research in a written formal presentation, accompanied by pertinent images. The questions are used as a checklist to assure that all information has been included in the presentation.</p> <p>Summative Assessment:</p> <p>As a wrap-up to this unit, students write persuasive letters to a German car company, arguing for the inclusion of a new invention in future models of their cars. They are focusing on the essential question “What does the future hold for innovation, and what do we need from innovation?” Students must present research and statistics to support the need for the invention and explain their ideas to a company representative.</p>

It is important to search the Internet for the latest inventions so that your students are reading information that is current and can discuss the latest discoveries in class.

My students choose diverse items (e.g., DVD, camera, golf clubs) based on their personal interests. It leads to some very interesting invention presentations.

We had a German-speaking mother who worked for a German car company, and even though our letter-writing exercise was a fictional situation, she was more than happy to read the students' letters and respond. Reaching out to the community and finding someone who is willing to interact with the class really makes the language come alive for students.

- Persönliche und öffentliche Identität
- Familie und Gesellschaft



Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication	Web materials: <i>Bravo Foto-Lovestory</i>	Instructional Activity: We begin by reading several versions of <i>Bravo</i> magazine's <i>Foto-Lovestory</i> . I ask students to pay close attention to the main conflicts in each story, the characters in each story, and how the conflict is presented and resolved.
Audio, Visual, and Audiovisual Interpretive Communication		Instructional Activity: Students watch the first episode of the Telenovela <i>Verliebt in Berlin</i> , the German version of <i>Ugly Betty</i> . After viewing how the characters and the main conflict are introduced, students discuss the similarities and differences in story structure between the <i>Foto-Lovestory</i> and <i>Verliebt in Berlin</i> .
		Formative Assessment: Students make comparisons on the class wiki between the two examples they have seen in class and stories from TV shows, cartoons, graphic novels, or books popular among young people (e.g., <i>The Twilight</i> series, <i>The Hunger Games</i> series). They respond to one another's postings.
Written Presentational Communication		Instructional Activity: Once students have discussed the main characteristics of a <i>Foto-Lovestory</i> , they work on creating their own story, using the <i>Bravo</i> stories as a model. They create a title, characters, and outline a storyline and then meet with me to discuss their ideas. They then act out the story and take pictures. They write the dialogue and narrative of their story in the same graphic-novel style used by <i>Bravo</i> in the <i>Foto-Lovestory</i> they read in class. These stories will be read by their classmates.
		Formative Assessment: Students share their <i>Foto-Lovestories</i> , and their classmates evaluate them using a rubric. Students are encouraged to praise their classmates but also to point out areas for improvement, be it a grammatical error or a way of stating something to make it clearer. Students then review the feedback from their peers, revise their stories, and submit a final version of their <i>Foto-Lovestory</i> for evaluation. Using the wiki, students choose one of the stories as their favorite and write about the story they read and how it ties in with the themes we have discussed in class. This information lets me know how well they have understood the concepts that are typical of a romantic story, and we discuss the most common student answers in class.

The Foto-Lovestory activity has long been one of my students' favorites, and it keeps them involved and learning until the end of the academic year.

There are many TV shows that can be used for this activity, as well as YouTube videos, if they are more accessible.

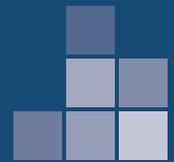
Monitoring student interactions helps me understand how well students are able to make comparisons and where reteaching might be needed.

It is important to help students plan their stories and think about what they will look like as a finished product. Some students get too ambitious; some just want to take a story that already exists and act it out. With the right amount of guidance, these can be great products.

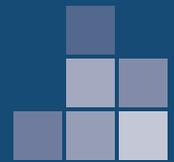
Some students may want to create videos based on their Foto-Lovestories. Depending on time, there is a variety of things that can be done with these, and it makes for an excellent advertising piece for the German program!

Essential Question:

- ▼ What qualities make for good stories?



Learning Objectives	Materials	Instructional Activities and Assessments
Written Presentational Communication		<p>Summative Assessment:</p> <p>Students analyze their own <i>Foto-Lovestory</i> in an essay by focusing on the unit's essential question. They focus on the unit's essential question: "What qualities make for good stories?" They begin by writing a narrative describing the main conflict in the story and its resolution, and then compare their story to the themes they have learned about in class. They use sources such as <i>Verliebt in Berlin</i>, other <i>Foto-Lovestories</i>, and their own wiki entries to support a well-balanced essay.</p>



General Resources

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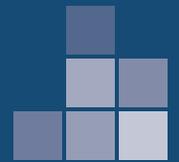
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