

AP German Course Summary
Department: World Languages

The following syllabus has been authorized by the College Board AP Course Audit process. This means that the syllabus meets or exceeds the expectations colleges and universities have for the AP subject being taught. The syllabus was reviewed by experienced college and university faculty, who have confirmed that it outlines how the course provides a college-level learning experience for the students taking the course.

Overview:

The AP German course is designed to provide intensive preparation for the German AP exam in the areas of reading, writing, speaking, listening comprehension and culture. The course is taught in German, with the exception of advanced grammar explanations when needed, and students are asked to sign a pledge to speak German during class.

CR1

Texts

- Kaleidoskop*, 7th Edition, Boston: Houghton Mifflin Company, 2007.
- Kaleidoskop: Student Activities Manual*, 7th Edition, Boston: Houghton Mifflin Company, 2007.
- Idiomatische Redewendungen von A-Z*, Herzog, Annelies: Langenscheidt, 1993.
- Preparing for the AP German Language Exam: A Thematic Approach*, CollegeBoard AP: The College Board, New York, 2008.
- Deutsch gestern und heute*, Saint Paul: EMC Publishing, 1987.

Online sources

- | | |
|---|--------------------------|
| DW-world.de | (news) |
| www.focus.de | (news) |
| www.zeit.de | (news) |
| www.spiegel.de | (news) |
| www.stepintogerman.org | (music videos) |
| www.youtube.com | (music videos) |
| www.mix1.de | (music charts) |
| www.mtv.de/charts/germany | (music charts) |
| www.planet-wissen.de/natur_ technik/erfindungen/index.jsp | (technology information) |
| www.hdg.de/lemo/html | (post WWII information) |

Videos

- Der Untergang. DVD. Dir Bernd Eichinger. Constantin Film, 2004.
- Das Wunder von Bern. Dir Sönke Wortmann. Universal Pictures, 2006.

Teaching Strategies:

I. Reading Comprehension:

- Students are required to read two hours a week independently outside of class. They may choose internet articles, books, newspapers or magazines such as *Der Spiegel*, but all must be original German texts. Students receive a list of websites, such as *dw-world.de*, and a collection of books is available for checkout. They turn in a reading log at the end of each week. The log includes the title of the text, the type of text, an evaluation of the difficulty and interest level of the text, as well as a short summary of what they have read. CR2b
- In class, students read original German poetry and short stories from the textbooks. Students compile pre-reading vocabulary lists of words that are essential for understanding the readings and keep a log of additional vocabulary with which they have problems while reading. After the readings, students answer comprehension questions and discuss their answers in class.

II. Writing strategies:

- Students write a summary of their weekly reading assignments.
- Students keep a journal where they write down their thoughts about the materials covered. The students also exchange journals and write their responses to comments from their classmates. CR3b
- Students answer comprehension questions in writing on a regular basis.
- Students write practice essays from *Preparing for the AP German Language Exam*

III. Listening Comprehension and Speaking:

- Students practice short response questions and answers during warm-ups. The questions are taken from topics presented in *Preparing for the AP German Language Exam*.
- Students watch segments from *Deutsche Welle* and other news sites and answer comprehension questions.
- Students practice picture series. At the beginning of the year students practice together in class using the overhead projector, then students work on their own and are timed under similar conditions as the AP exam: they have two minutes to look at the pictures and jot down notes, then they have two minutes to speak their descriptions or stories onto their tapes.
- Students are required to research and present a current event from a German-speaking country each quarter and compare or contrast the event to something happening within their own culture. They are required to discuss those current events in class within their groups. CR3a
CR4b
- Students watch original German movies and listen to German music and complete comprehension as well as discussion questions.
- Students take a field trip to a German restaurant where they are required to order, pay and converse in the German language. CR9

Semester 1

Unit 1: Freizeit (4 weeks)

Major Theme: Contemporary Life (Entertainment, Travel, Leisure, Social Customs, Values, Youth Culture)

- A. Warm ups: warm up exercises are used alternately in order to provide students with a wide range of practice in speaking, reading, writing, and listening. They are completed at the beginning of each class period.
1. directed response questions from *Preparing for the AP German Language Exam - Reisen*
 2. idiomatic phrases
 3. picture sequences from *Preparing for the AP German Language Exam, Reisen*
 4. reading comprehension questions from *Preparing for the AP German Language Exam, Reisen*
 5. listening comprehension questions from *Preparing for the AP German Language Exam, Reisen*
 6. Current events
- B. Readings:
1. "Vergnügungen" von Bertolt Brecht
 2. "Mittagspause" von Wolf Wondratschek
 3. "die zeit vergeht" von Ernst Jandl
- C. Discussion questions / Journal entries:
1. Wieviel Freizeit haben Sie verglichen mit anderen Ländern?
 2. Was machen Sie am liebsten in Ihrer Freizeit?
- D. Grammar Review:
1. present tense
 2. imperatives
 3. model auxiliaries and "lassen"
 4. future tense
- E. Project/Film/Music:
- After reading „Berlin, die Hauptstadt Deutschlands“ students will research a „Wahrzeichen“ they would like to visit and present it to the class in a short (3-5 minutes) presentation.
- F. Composition prompt: "Vor zwanzig Jahren dauerte es sechs bis sieben Tage, um mit dem Schiff von New York nach Hamburg zu reisen. Heute braucht das Flugzeug gerade noch sechs Stunden. Wie, glauben Sie, werden wir im Jahr 2100 dahin reisen? Schreiben Sie über mindestens drei der folgenden Punkte.
- Transportmittel
 - Reisebegleiter
 - Kosten
 - Verpflegung
 - Zollbestimmungen

CR2c

CR8

CR6c

CR5a

Unit 2: Kommunikation - 4 weeks

Major themes: Science and Technology (Social Impact, Personal Technologies)
Contemporary Life (Youth Culture)

A. Warm ups:

1. directed response questions from *Preparing for the AP German Language Exam, Modernes Leben*
2. idiomatic phrases
3. picture sequences from *Preparing for the AP German Language Exam, Modernes Leben*
4. reading comprehension questions from *Preparing for the German Language Exam, Modernes Leben*
5. listening comprehension questions from *Preparing for the German Language Exam, Modernes Leben*
6. Current events

B. Readings:

1. „Nicht Zutreffendes streichen“ by Hans Magnus Enzensberger
2. „Eine Postkarte für Herrn Altenkirch“ by Barbara Honigmann

C. Discussion questions / Journal entries:

1. Welche Medien benutzen Sie am meisten?
2. Wie korrespondieren Sie mit Ihren Freunden?
3. Welche der Situationen in den beiden Musikvideos „Drück die 1“ und „Radio“ können Sie sich besser vorstellen? Diskutieren Sie!

CR6c

CR4a

D. Grammar Review:

1. simple past tense
2. present perfect tense
3. past perfect tense
4. infinitives without “zu”

E. Project/Film/Musik:

1. „Drück die 1“ von Annett Louisan
Worksheets from „Step into German“ www.goethe.de
2. „Radio“ von Wise Guys
Worksheets from „Step into German“ www.goethe.de

F. Composition prompt:

Unsere Welt ist durch Computer, Fernsehen und Telefon anders geworden. Diese Kommunikationsmedien spielen eine immer größere Rolle in unserem Leben. Schreiben Sie über:
die Rolle, die diese Medien in Ihrem Leben spielen
die positiven und negativen Aspekte beim Gebrauch von Computer, Fernsehen, und Telefon

CR6b

Unit 3: Deutschland im 21. Jahrhundert – 8 weeks

Major themes: Personal and Public Identities (National Identity)
Contemporary Life (Social Customs and Values)

A. Warm ups:

1. directed response questions from *Preparing for the AP German Language Exam, Gesellschaft*
2. idiomatic phrases
3. picture sequences from *Preparing for the AP German Language Exam, Gesellschaft*
4. reading comprehension questions from *Preparing for the German Language Exam, Gesellschaft*
5. listening comprehension questions from *Preparing for the German Language Exam, Gesellschaft*
6. Current Events

CR6d

B. Readings:

1. „Berliner Liedchen“ von Wolf Biermann
2. „Das Versprechen“ von Peter Schneider und Margarethe von Trotta

C. Discussion questions/Journal Entries:

1. Wie sah die Rolle des Vaters in der „traditionellen“ deutschen Gesellschaft aus? Hat sich diese Rolle nach dem Zweiten Weltkrieg geändert? Benutzen Sie Beispiele aus dem Film um Ihre Meinung zu beweisen.
2. Wie sahen sich die Deutschen vor der 1954 Fussballweltmeisterschaft und wie sahen sie sich danach?

CR2a

CR7

CR4a

D. Grammar Review:

1. verb position in statements, questions, and clauses
2. word order: time, manner, place, nicht
3. independent and dependent clauses and conjunctions
4. infinitives with “zu”

E. Project/Film/Music:

1. Students will view the movie „Der Untergang“ in order to set the stage for studying post WWII Germany
2. „Wir sind Wir“, Paul van Dyke und Peter Heppner
Students will watch the music video, which deals with post WWII Germany and the German psyche, and complete the packet provided by the Goethe Institute’s Step into German website. They will then select one of the post-World War II time periods described in the song/packet and research that era in German history. They will present their results to the class.
3. Students will view the movie “Das Wunder von Bern” directed by Sönke Wortmann and complete the comprehension packet from the Goethe Institute.

Review: 2 weeks

Throughout both semesters, students are graded on their taped responses, essays, projects and journal entries. They take grammar and vocabulary tests on each unit as well.

At the end of the first semester, students take a comprehensive final that covers materials from the three units.

Semester 2

Unit 4: Musik (4 weeks)

Major Themes: Beauty and Aesthetics (Performing Arts)

A. Warm ups:

1. directed response questions from *Preparing for the AP German Language Exam, Biographie*
2. idiomatic phrases
3. picture sequences from *Preparing for the AP German Language Exam, Biographie*
4. reading comprehension questions from *Preparing for the German Language Exam, Biographie*
5. listening comprehension questions from *Preparing for the German Language Exam, Biographie*
6. Current Events

B. Readings:

1. Biography of Clara Schumann
2. „Der Erlkönig“ von Johann Wolfgang von Goethe
3. „Erlkönig Parodien“ von Otto Waalkes

CR6f

C. Discussion questions/Journal Entries:

1. Welche Vertreter klassischer Musik kennen Sie?
2. Welche Pop- und Rockgruppen und Sänger/innen kennen Sie aus der deutschsprachigen Musikszene?
3. 25.5 % des deutschen Publikums geht in die Oper/Operette und Klassikkonzerte. Welche Livemusik-Events würden Sie besuchen?

D. Grammar Review:

1. dative case

E. Project/Film/Music

1. “die da” von “Die Fantastischen Vier”
2. “Sag es laut” von Xavier Naidoo
3. “Die Schwarzen Reiter” von E Nomine: Youtube video clip
4. After listening to various classical and modern compositions, students will bring in a German composition of their choice and present it to the class, including a short biography of the composer/singer and the genre of the piece.

CR5a

Unit 5: Multikulturelle Gesellschaft (4 weeks)

Major Themes: Families and Communities (Diversity)

- A. Warm ups:
1. short responses from *Preparing for the AP German Language Exam, Anekdoten*
 2. idiomatic phrases
 3. picture sequences from *Preparing for the AP German Language Exam, Anekdoten*
 4. reading comprehension questions from *Preparing for the German Language Exam, Anekdoten*
 5. listening comprehension questions from *Preparing for the German Language Exam, Anekdoten*
- B. Readings:
1. "Schließlich ist Deutschland meine Heimat" von Ali Sirin
 2. Carmen-Francesca Banciu im Gespräch
 3. "Ich habe zwei Heimatländer" von Sabri Cakir
 4. "Geschäftstarnungen" von Wladimir Kaminer
- C. Discussion questions/Journal Entries:
1. Welche ausländische Küche essen Sie gern oder nicht gern: chinesisch, deutsch, französisch, griechisch, italienisch, mexikanisch, russisch, spanisch, thailändisch? Eine andere?
 2. Was sind die Vorteile und was die Nachteile der Assimilation?
- D. Project/Film/Music:
1. Students watch three video clips from „Kaleidoskop“ – „Weil ich ,n Türke bin“, „ Typisch deutsch, typisch türkisch“, „Ich bin stolz ein Deutscher zu sein“ and discuss the experiences depicted on the videos.
- E. Essay topic:
- Was sind die Vorteile und was die Nachteile der Assimilation? Gibt es dieses Problem auch hier in den USA? Wieso oder wieso nicht?

CR6e

CR5a

Unit 6: Umwelt (8 weeks)

Major Themes: Global Challenges (Environmental Issues)
Science and Technology (Inventions as Catalysts of Change)

- A. Warm ups:
1. directed response questions from *Preparing for the AP German Language Exam, Umwelt*
 2. idiomatic phrases
 3. picture sequences from *Preparing for the AP German Language Exam, Umwelt*
 4. reading comprehension questions from *Preparing for the German Language Exam, Umwelt*
 5. listening comprehension questions from *Preparing for the German Language Exam, Umwelt*

6. Current Events on an ecological topic

B. Readings:

1. „Die Kunst der Mülltrennung“ von Kirsten Schlüter
2. „Wüsten werden wachsen“ von Hartmut Grassl
3. „Ruß“ von Sarah Kirsch
4. „Der Bergarbeiter“ von Heinrich Böll

CR6a

C. Grammar Review:

1. passive voice
2. alternatives to passive voice
3. subjunctive I
4. indirect discourse

D. Project/Film/Music:

1. „Schöne neue Welt“ von Culcha Candela: Youtube video clip
2. „Gelobtes Land“ von Unheilig: Youtube video clip
Nachdem Schüler die zwei video clips betrachten, werden sie darüber diskutieren, wie ihre „schöne Welt“ aussehen würde.
3. Students will research a new technology and explain to the class in a short presentation how that technology will impact the environment.

CR6b

E. Essay topic:

Ein Problem unserer Zeit ist die Verschmutzung der Umwelt. Was können wir dagegen tun? Machen Sie Vorschläge und behandeln Sie dabei mindestens zwei der folgenden Aspekte.

Verkehr und Transportmittel

Industrie

Konsumgesellschaft

Regierung

The AP exam in May is considered the culminating exam for the AP course.