

AP German Language and Culture Syllabus
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Course Overview – The objectives of this class are two-fold: the refinement and development of all your years of German language instruction thus far, and preparation for the AP German Language and Culture Examination. The syllabus attempts to blend both the elements of the College Board AP German Language and Culture course requirements and the new North Carolina World Language Essential Standards, which will be applied to all North Carolina World Language courses beginning in the Fall of 2012.

Language of the Course - We want to attempt to speak German exclusively in our class. Classroom procedures, discussion, greetings, small-talk, all these social interactions should be conducted in German. The goal is to create an environment where people feel safe to contribute in our target language. We'll learn and reinforce various conversational devices to facilitate conversation and we'll practice this throughout the year. Spoken German is an important component of the AP German exam. It is crucial that you exploit any opportunity to practice your German with others, and our classroom is a perfect place for this. Occasionally the use of English will be warranted, and I'll let you know. You'll also know when our digression into English has ended. Each week you'll get a **General German Usage Grade**, assessed holistically using a rubric. Scoring high General Usage Grades involves: **making positive contributions to the discussion, answer one of my questions, react to a classmate's opinion with argument or questions.**

Themes of the newly revised AP German Language and Culture Exam

1. Personal and Public Identities – *Persönliche und Öffentliche Identität*
2. Contemporary Life - *Alltag*
3. Science and Technology – *Naturwissenschaft und Technologie*
4. Global Challenges - *Globalisierung*
5. Beauty and Aesthetics – *Schönheit und Ästhetik*
6. Families and Communities – *Familie und Gemeinschaft*

The readings and discussions during the first quarter are designed to prepare you to develop portfolios on the themes listed above. You are expected to keep all readings in a portfolio, along with assignments related to each reading.

The Strands during the First Quarter

1. Jamie Rankin, and Larry Wells. *Handbuch zur deutschen Grammatik 4th Edition* (New York, Houghton Mifflin Company, 2003) - Each week you'll study at home **two chapters** of our review and usage textbook, Consult the rubric for requirements as you intensively review German grammar.
2. **Der Lesenbericht** – Each week we read an authentic German text of my choosing. These texts

can be excerpts from German novels or plays, magazine articles from online German media, newspaper articles, excerpts from German non-fiction books that might interest you. What we read is as important as **how we read**. And to this end a Lesenbericht, “reading report”, is assigned for the particular reading.

3. **Tagesereignisse** – Current events. Every two weeks, you'll be assigned a current event based on a newspaper article from a German media source, either online, or print. Consult the rubric for the details. Articles are expected to be topical and interesting, i.e., pertaining to world events, human rights, society and culture, technology, art, architecture.
4. **Sendungsbericht** – The official website of one of Germany's national television networks, Zweites Deutsches Fernsehen – (ZDF) <http://www.zdf.de/> - has under the link [ZDFmediathek](#) → [Themen](#) a wide variety of short, informative videos on myriad themes. Every two weeks, staggered with the Tagesereignisse, you'll view a video of your choice and present its main points to the class. This assignment is similar to the Tagesereignis; view the rubric/notesheet designed for this recurrent assignment. We'll use other sources of authentic German multimedia for this assignment, including ARD Television – <http://www.ard.de/> and Deutsche Welle – <http://dw-worlde.de/>.
5. **Schreiben** – each week you will be assigned a short writing assignment of minimum 300 words on a particular theme. These topics include but are not limited to the following:
 - Was ich werden möchte
 - Gewalt in der Schule
 - Politik in Amerika
 - Mein Familienleben
 - Schule in Amerika ist besser als [nicht so gut wie] in Deutschland
 - Der Film, den ich drehen würde
 - Wir haben zu viele [nicht genug] Gesetze in Amerika
 - Was tun wir gegen Armut?
 - Was ich für sehr wichtig halte
 - Welche Qualitäten ich in einem Freund [einer Freundin] suche
 - Ist Krieg nötig?
 - Das größte Problem mit Schulen in den USA
 - Der Tag meiner Träume
 - Kleine Kinder, kleine Sorgen, große Leute, große Sorgen
 - Wenn ich Präsident(in) wäre
 - Das Wichtigste, was ich bisher lernte

You'll also compose short, fictitious stories and summaries of films and stories we read in class. These writings will be returned with my critical remarks and then revised for a final grade.

Bibliography of Materials used for the first quarter and into the second quarter:

Beheim-Schwarzbach, Martin. Helden- und Rittersagen. Wien: Ueberreuter, 1989

Brandstetter, Alois, editor. Österreichische Erzählungen des 20. Jahrhunderts. München: DTV, 1987.

Bridgwater, Patrick, editor. Twentieth-Century German Verse. Middlesex: Penguin Books, 1968

Forster, Leonard, editor. The Penguin Book of German Verse. Middlesex: Penguin Books, 1959.

Hesse Herman. Die Märchen. Frankfurt am Main: Suhrkamp Taschenbuch Verlag, 1975.

Grimm Märchen. Wien: Annette Betz Verlag, 1975

von Weise, Bruno, editor. Deutschland Erzählt: von Arthur Schnitzler bis Uwe Johnson. Frankfurt am Main: Fischer Taschenbuch Verlag, 1991.

<http://www.dw-world.de/> - Deutsche Welle Online

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

<http://www.zdf.de/> - Zweites Deutsches Fernsehen, official website.

<http://de.wikipedia.org/wiki/Wikipedia:Hauptseite> - Wikipedia, maintained in German by German speakers worldwide.

<http://www.radiobremen.de/> - Radiobremer, the official public radio station from Bremen, Germany.

<http://www.ard.de/> - Official website of Germany's first and largest public radio and tv network.

http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2257.html - AP German Language and Culture Course official homepage.

<http://www.lsa.umich.edu/german/hmr/index.html> - Deutsch 101-326 University of Michigan

Study of the Main Topical Strands of the AP German Examination

Recall the themes integrated into the newly revised AP German Language and Culture Examination:

- | | |
|----------------------------------|--|
| 1. Personal and Public Identity` | – <i>Persönliche und Öffentliche Identität</i> |
| 2. Contemporary Life | - <i>Alltag</i> |
| 3. Science and Technology | - <i>Naturwissenschaft und Technologie</i> |
| 4. Global Challenges | - <i>Globalisierung</i> |
| 5. Beauty and Aesthetics | - <i>Schönheit und Ästhetik</i> |
| 6. Family and Community | - <i>Familie und Gemeinschaft</i> |

At the beginning of the 14th week, introduce the main themes of the AP Examination:

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In evenly distributed groups of students, create an extensive associogram of each topical strand on a large sheet of paper using colored markers. Write the key strand topic in the center and brainstorm ideas, phrases, issues, possibilities, sub-strands, - *IN GERMAN*. These brainstormed ideas should radiate from the center of your associogram in a clear, colorful and meaningful manner. Groups then present their associograms to the class.

Study of the following thematic or topical strands will be done through **a portfolio** of all the readings, summaries, vocab lists, sketches, writings, and multimedia artifacts we create during the unit. The idea is to create dense and concise original review documents for use as the date for the AP Exam approaches. Grades will be assessed on German usage and quality and intensity of your work.

The resources used for the thematic units will vary. Current articles and broadcasts will form a large portion of the instructional media. As such, the readings will be different from year to year. Another source of materials come both from our collection of readings, which will be referenced on occasion

The following websites are currently in high-frequency use:

1. <http://www.spiesser.de/>
2. <http://www.zdf.de/>
3. <http://www.ard.de/>
4. <http://www.dw-world.de/>
5. <http://www.yaez.de/>
6. http://www.bundesregierung.de/Webs/Breg/DE/Service/Publikationen/Magazine/_node.html
7. <http://www.ard.de/>
8. <http://www.spiegel.de/>

Time constraints will determine whether each activity listed under the Einheiten (*Units*) will be assigned.

Einheit 1: Familie und Gemeinschaft (*Family and Community*)

Essential Questions:

1. How are modern families organized in the different cultures represented in our class?
2. In what ways do individuals of the family contribute to well-being of the family unit as a whole?
3. How do immigrant family units maintain their ethnic identities while assimilating into the new society?

An important cinematic resource we use the movie Cherry Blossoms, a film directed by Doris Dörrie, released in 2008.

German Language Elements examined:

1. word order

2. verb tenses
3. use modals and infinitive phrases
4. conjunctions

Artifacts and Activities Expected during this Unit:

Interpersonal Spoken	Interpersonal Written	Audio-Visual Interpretive	Written and Print Interpretive	Presentational Spoken	Presentational Written
<p>Student takes on the role of a psychologist and proceeds to give advice to a member of the Anger family profiled in the film <u>Cherry Blossoms</u>. Students are randomly given a character of the family to play AND one to advise. After preparation, students are matched up and the therapy is session is conducted before the class.</p>	<p>Student is paired with a classmate and they write longer, informal letters to each other about family, free-time, school, etc. Students respond to the notes' content and continues the exchange for duration of unit on Family and Society. After wards, the entire exchange is transcribed and shared with the class.</p>	<p>Student watches several news reports from Internet sources on issues pertaining to family, culture and society. Student prepares questions and answers and summarizes conclusions made by the news reporters.</p> <p>Students watch the movie <u>Cherry Blossoms</u> and describes the relationships among the main family members and offers suggestions to enhance the interactions among them.</p>	<p>Student choose articles from the <u>Magazin für Soziales und Familie</u>, published online at the official German government website. Students prepare in depth reading log of the article and present main ideas to the class.</p>	<p>Student creates an audio recording based on interviews made with classmates from different cultures on family, size and importance of the family, and traditions. If non-German students are interviewed, then their remarks are paraphrased.</p> <p>Final audio product should be a combination of the actual interview and student reporting.</p>	<p>Student takes on the role of case worker and writes a report on the family dynamic in the Anger family, profiled in the film <u>Cherry Blossoms</u>.</p>

Einheit 2: Persönliche und Öffentliche Identität (*Personal and Public Identity*)

Essential Questions:

1. Who are you?
2. How do you think people perceive you?
3. How does your identity change in certain situations?
4. What factors influence how your identities are shaped?

German Language Elements examined:

1. adjective endings
2. use of dative case prepositions and verbs
3. use of subjunctive mood

Special Resources

The film Viktor Vogel: Commercial Man (directed by Lars Kraume, released on DVD 2002, Sony Pictures Home Entertainment) is used as a vehicle for discussion.

Artifacts and Activities Expected during this Unit:

Interpersonal Spoken	Interpersonal Written	Audio-Visual Interpretive	Written and Print Interpretive	Presentational Spoken	Presentational Written
Students research a well-known, international organization that has job openings and prepares a series of probing questions for an applicant. Applicant prepares for the interview after researching the company, and	Student writes a follow-up letter for the interviewer that outlines and reiterates personal and professional qualifications for the job. Letter expresses a liking for the position and hopes for further contact.	Students view preselected videos from the internet that deal directly with topics of youthful identity during and after high-school. Students select a video of their own to present and summarize for the class. The movie	Students search online magazines about young adult life in Germany. Students summarize articles and prepare a series of follow-up questions pertaining to the main theme of the articles.	Students create a radio advertisement that encourages self-actualization in today's high-tech, information-drenched society. Radio broadcast offers suggestions on how to enhance personal self-worth and find avenues for	Student writes a 600 word overview of their life up to this point. Essay should include also hopes and dreams for the future, and also fears and concerns about what the future might hold.

interview takes place before the class.		<u>Viktor Vogel – Commercial Man</u> (known as <i>Advertising Rules</i> in the US) dramatizes issues of identity conflicts between generations.		becoming a more productive member of society and a happier person overall.	
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Einheit 3: Globalisierung (*Globalization*)

Essential Questions

1. What are some of the dominant political issues currently engaging today's world leaders?
2. How do these conflicts have global repercussions?
3. What solutions are people proposing to remedy the conflict or situation?

German Language Elements examined:

1. dates and time expressions.
2. Narrative past tense
3. use of subjunctive mood, indirect discourse (Konjunktiv I)

Artifacts and Activities Expected during this Unit:

Interpersonal Spoken	Interpersonal Written	Audio-Visual Interpretive	Written and Print Interpretive	Presentational Spoken	Presentational Written
Student prepares a dossier for himself and his classmates on a conflict around the world that interests him. Student distribute the dossiers to classmates and moderates a discussion on	Student writes a letter, 400 words in length, to your elected representative about your chosen issue and why its solution is important for you and the world at large.	Student views short news clips from German visual media sources pertaining to world events. Students summarize the major points of the world. Deutsche Welle news provides important	Student creates a scrapbook with headlines from German online media outlets. Articles are read and scanned and short summary statements are provided for each of the articles profiled in the	Student prepares narrated slide show/movie that explains in detail the origins of the conflict, its current manifestations, and possible solutions to the conflict.	Student creates a global awareness poster on his chosen world issue. Poster should contain illustrations and summary phrases of the conflict.

the issue with classmates.		materials for this part of the Globalisierung Unit.	scrapbook.		
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Einheit 4: Alltag (*Contemporary Life*)

Essential Questions

1. What educational pathways are available to a typical American high-school graduate?
2. How does one improve their chances for personal and professional success?
3. Define success in an adult life. What are the main elements of a successful life?

German language Elements Examined:

1. negation
2. adjective endings
3. use of idiomatic expressions
4. modal verbs

Artifacts and Activities Expected during this Unit:

Interpersonal Spoken	Interpersonal Written	Audio-Visual Interpretive	Written and Print Interpretive	Presentational Spoken	Presentational Written
Students research Germany's multi-tiered public education system and we as a class advantages and disadvantages of the German system in comparison to the American system of public-education.	Students compose a letter to our school board which describes in detail the German system and how it may benefit larger numbers of public-school students. In the letter, criticisms of the current American system are expressed, and	Students view videos from German media sources that deal with issues pertaining to education and career training in the German speaking countries and beyond. Summaries are prepared and content of videos provide avenues for	Students research the official website of one well-known German university to determine the complete procedure for applying and getting accepted into a program of their choice.	Student prepares a talk or a speech directed towards a group of German 10-year olds in their <i>Orientierungsstufe</i> . The topic of the speech is the difference between American and German school systems and how the	Student researches a notable and illustrious German from history and creates a detailed time line from birth to death of this notable German. Time line should chart the accomplishments and important

	both positive and negative attributes of both educational systems are discussed.	discussion.		<i>Orientierungsstufe</i> might benefit the typical American public school course of study.	experiences that led to their esteemed reputation in Germany and the world.
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Einheit 5: Naturwissenschaft und Technologie (*Science and Technology*)

Essential Questions:

1. How has technological and scientific progress changed our lives?
2. Are there areas in science and technology that we should investigate more thoroughly?
3. Are there areas that we shouldn't investigate?

Further Resources:

1. <http://www.geo.de/> - Geo Wissen Magazin
2. <http://deutsche-science-fiction.de/> - Das Portal für Science-Fiction aus Deutschland, Österreich und der Schweiz
3. <http://www.wissenschaft-online.de/> - Wissenschaft im Überblick
4. <http://www.wissenschaft-aktuell.de/> - Aktuelle Nachrichten aus Wissenschaft und Technik

German Language Elements Examined:

1. Word order
2. use of adverbs to facilitate narrative flow.
3. Conjunctions, coordinating and subordinating.

Artifacts and Activities Expected during this Unit:

Interpersonal Spoken	Interpersonal Written	Audio-Visual Interpretive	Written and Print Interpretive	Presentational Spoken	Presentational Written
Students choose from among several topics of scientific and technological interest and create a dossier	Student creates a series of journal entries in the form of an epistolary which chronicle his life in a post-	Student listens to numerous authentic broadcasts that pertain to current events in science and technology and	Student creates a portfolio of 5 articles that deals either directly or indirectly with the main theme of the dossier.	Students creates a short audio recording that describes their topic of choice and the societal implications of	Students designs and creates an informative brochure that raises public awareness of an important

on that topic for their classmates. Student leads class discussion on the topic with questions and answers from participants.	apocalyptic world. Student references in the letters the scientific and technological events that lead to the current catastrophic state of the world.	also documentaries made by Germans for German speakers. Summaries are assigned to determine level of understanding.	Reading logs are assigned for each article.	further research in this field of inquiry.	technological and scientific topic of student's choice.
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Einheit 6: Schönheit und Ästhetik (*Beauty and Aesthetics*)

Essential Questions

1. How are standards of beauty and aesthetics established in society?
2. What role does art and beauty play in our everyday life?
3. What constitutes art in today's world?

German Language Elements Examined

1. relative pronouns
2. genitive case forms
3. past perfect in concert with past tense (imperfect or present perfect)
4. conjunctions

Artifacts and Activities Expected during this Unit:

Interpersonal Spoken	Interpersonal Written	Audio-Visual Interpretive	Written and Print Interpretive	Presentational Spoken	Presentational Written
Student brings a music audio recording of their choosing and distributes the lyric to everyone. Student leads class in a discussion of the piece and	Student writes a letter to a town councilperson supporting the idea of investing in municipal public art installations. Student explains in the	Students watches several videos from German media sources pertaining to art criticism and aesthetics. Student also listens to radio broadcasts	Student reads the first 5 entries of Goethe's <i>Die Leiden des jungen Werthers</i> and researches its style, plot, and its place in literary history.	Student chooses a poem by Goethe and creates an audio or video recording of a recitation and a short explication of the themes the poem and how	Student prepares a slide show that profiles at least 25 of their favorite works of art from all genres and categories. Student explains for

elicits responses from everyone on the artistic quality and/or merits of the music.	letter how such investments would benefit the community and addresses the concerns of people against public financing of the art exhibits.	which discuss art in modern day Germany.	Student researches how the world reacted to its publication. Goethe's poem, <i>Nicolai auf Werthers Grab</i> , his personal reaction to Friedrich Nikolai's parody is examined.	it addresses beauty and aesthetic sensibility.	each piece of art why they chose it for their collection and what the art means to them.
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List of various rubrics for the recurrent assignments:

1. Tagesereignisse – current events
2. Speaking rubric – used for assigning, holistically, grades for in-class usage of German.
3. Der Lesenbericht – reading log. Used with reading assignments to underscore and organize themes, ideas, vocabulary.
4. Eintragsblatt – note sheet. Used during classroom discussion; students take notes and then reflect on them in two separate columns.

Tagesereignis

Etwas Aktuelles – von den deutschsprachigen Nachrichten der Welt.

AP German

Hauptrubrik

Name _____

Unter der Blackboardkursrubrik „Course Documents“ findest du den Link [Grosse Liste von Medien-Quellen in den deutschsprachigen Ländern](#). Klickt den Link und suche nach einem Artikel über etwas Aktuelles in der deutschsprachigen Welt. Die Artikel dürfen sich um irgend etwas handeln, aber die müssen aktuell sein und natürlich auf Deutsch.

1. Druck den Artikel aus.
2. Füll das Anmerkungsblatt aus.
3. Erzähl uns vor der Klasse, worum sich der Artikel handelt, ohne den Artikel einfach vorzulesen. Eine Zusammenfassung reicht.
4. Der Vortrag muss mindestens 2 Minuten dauern.
5. Erzähl uns, warum du Interesse an diesem Artikel hast.

An deinem Vortragstag muss jeder in der Klasse eine Frage stellen. Und Du musst natürlich die Fragen beantworten. Du darfst das Anmerkungsblatt in der Hand haben, wenn du vorträgst. Der Artikel darf auch vorhanden sein.

Anmerkungsblatt

Vokabeln, die du nachschlagen musstest.

Hauptideen – Stichwörter, Ausdrücke, usw.

Gib mir dieses Blatt und deinen Artikel, nachdem du vorgetragen hast.

Speaking Rubric AP German

We want to attempt to speak German exclusively in our class. Classroom procedures, discussion, greetings, small-talk, all these social interactions should be conducted in German. The goal is to create an environment where people feel safe to contribute in German. We'll learn various conversational devices to facilitate conversation and practice this throughout the year. Spoken German is an important component of the AP German exam. It is crucial that you exploit any opportunity to practice your German with others, and our classroom is a perfect place for this.

Grading your Use of German during the week.

Each week you'll receive a grade for your use of German during our class. When you raise your hand and make a positive contribution to our discussion, or ask someone a good question, or answer one of my open-ended questions in complete German sentences, or generally engage anyone in German conversation, I'll add + by your name on the corresponding date. If you speak English with me or others in class during instruction, then I'll add an **0** beside your name. On Friday, you'll be assigned a grade based on these contributions. You'll need to have at least 20 plusses to earn your 10 points; fewer than 20 plusses results in a lower grade. Any circles present will deduct 0.4 from your grade earned for speaking German.

I'll my spreadsheet with your names on hand, and I'll listen closely to your spoken language in my class. Now, if there is a situation that you feel demands English (a medical emergency, for example), first attempt to speak German, then if you must, ask: **darf ich Englisch sprechen?**

You won't be graded off if your German is grammatically unstable. I may correct you (and you should repeat my correction), but the goal is to make the attempt to use your German in context. Having your readings and vocab lists on your desks during class will aid you in this effort.

Der Lesenbericht
Deutsch

Name _____

Datum _____

Titel vom Text _____

Schnelle Assoziationen – was fällt dir ein, wenn du den Texttitel liest? Liste einige Schlüsselwörter ab, die dir einfallen:

- | | |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

Überfliege den Text schnell. Was für ein Text ist das denn? Kreis alles ein, was deiner Meinung passt.

Prosaliteratur	Zeitungsartikel	Erzählung
Poesie	Zeitschriftenartikel	Handbuchsabschnitt
eine Grafik	Korrespondenz	Nachschlagewerke
Interview	Werbung	Sachliteratur

Worum handelt sich der Text? Mehrere Antworten sind möglich.

Geschichte	Politik	Umwelt	Mode		
Gesellschaft	Naturwissenschaft	Ingenieurwissenschaft	Sprache		
Autotechnik	Musik	Kunst	Medizin	Kultur	Prosaliteratur
Natur	Familienbeziehungen	Schule	Arbeit	Freizeit	

was anders _____

Jetzt lies den Text. Mit einem Bleistift in der Hand, unterstreiche unbekannte Wörter/Ausdrücke, Personen, Daten, irgend etwas, was du wichtig findest.

Liste Vokabeln ab, die du nachschlagen wirst. Für Substantive, notiere Geschlecht und Mehrzahlform (d.h., die Maßgabe, -n – *the proportion*), für Verben, alle die Stammformen (d.h., saufen, soff, gesoffen

– to guzzle).

Vokabeln (mindestens 20 Wörter)

Übersetzung ins Englische

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

Lies den Text noch einmal.

Schreib eine Zusammenfassung. Was sagt der Autor? Was machen die Hauptfiguren im Text? Was ist das Hauptargument? Zehn Sätze, mindestens

Fragen zum Text – Schreib 5 originale Fragen. Die Fragen sollen verschieden sein. Nicht nur Fragen von Tatsachen, sondern auch offene Fragen von Meinungen, Gefühle, Verbindungen/Assoziationen, Vorhersagen, usw.

1.

2.

3.

4.

5.

Eintragsblatt
Deutsch
Herr Kandah

Name _____

Datum _____

Erfassung

Alle Tafelanmerkungen, Bemerkungen/Fragen des Lehrers und der Klassenkameraden, graphische Darstellungen, usw., werden unten in der Spalte geschrieben.

Reduktion

Deine Fragen/Bemerkungen, wichtige Einzelheiten, Zusammenfassungen/Reaktionen, werden unten in der Spalte geschrieben.

Erfassung

Reduktion

Alle Tafelanmerkungen, Bemerkungen/Fragen des Lehrers und der Klassenkameraden, graphische Darstellungen, usw., werden unten in der Spalte geschrieben.

Deine Fragen/Bemerkungen, wichtige Einzelheiten, Zusammenfassungen/Reaktionen, werden unten in der Spalte geschrieben.

