

SAMPLE SYLLABUS #1

AP[®] German Language and Culture

Curricular Requirements

CR1	The teacher uses German almost exclusively in class and encourages students to do likewise.	<i>See page:</i> 3
CR2	The course provides opportunities for students to engage in interdisciplinary course content and develop skills through the six required themes: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, and Global Challenges.	<i>See pages:</i> 4, 7, 8, 9, 10, 14, 17, 20
CR3	The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.	<i>See pages:</i> 6, 22
CR4	The course provides opportunities for students to make cultural comparisons.	<i>See pages:</i> 16, 19, 22
CR5	Instructional materials include a variety of authentic audio, visual, and audiovisual sources and authentic written texts.	<i>See pages:</i> 4, 8, 11, 15, 20
CR6	The course provides opportunities for students to practice and develop the skills in Skill Category 1: Comprehend written, audio, audiovisual, and visual text.	<i>See pages:</i> 9, 15, 21
CR7	The course provides opportunities for students to practice and develop the skills in Skill Category 2: Make interdisciplinary and cultural connections.	<i>See pages:</i> 9, 11
CR8	The course provides opportunities for students to practice and develop the skills in Skill Category 3: Interpret the content of written and audio text.	<i>See pages:</i> 8, 18
CR9	The course provides opportunities for students to practice and develop the skills in Skill Category 4: Make meanings from words and expressions.	<i>See page:</i> 5
CR10	The course provides opportunities for students to practice and develop the skills in Skill Category 5: Communicate interpersonally by speaking with others.	<i>See pages:</i> 5, 19, 22

- CR11** The course provides opportunities for students to practice and develop the skills in Skill Category 6: Communicate interpersonally by writing to others. *See pages:* 5, 12, 18
- CR12** The course provides opportunities for students to practice and develop the skills in Skill Category 7: Communicate through spoken presentations. *See pages:* 9, 16
- CR13** The course provides opportunities for students to practice and develop the skills in Skill Category 8: Communicate through written presentations. *See pages:* 16, 22
- CR14** The course prepares students to use the target language in real-life situations. *See page:* 3

Advanced Placement German Language and Culture Sample Syllabus #1

About the Course

Welcome to AP® German Language & Culture, a course that will prepare you to take the AP Exam in May. This course will be taught entirely in German and you will be expected to speak German the entire time. **CR1** The course organizes thematic interdisciplinary instruction into units that include all six required course themes: global challenges, science and technology, contemporary life, personal and public identities, family and communities, and beauty and aesthetics. We will spend about six weeks per unit. Instructional materials include a variety of authentic audio, visual, audiovisual, and written sources. Authentic materials are anything that a native speaker would encounter in the German-speaking world.

Students must demonstrate that they can use German in real-life settings. Six times a year, students will be asked to watch a German language TV show, German language film, German language musical album or read a book in German. Students will give a short written or video review of the content on Instagram or Twitter and Include the following tags in your review. **CR14**

@CollegeBoard	College Board
@aatgonline	American Association of Teachers of German
@[high school account]	[Name] High School
@actfl	ACTFL
@[teacher's account]	[Teacher]

Students are also encouraged to share encounters with German speakers outside of the classroom setting. These should be experiences where you, as a student, engaged in a conversation with a German speaker.

Student Practice

Throughout each unit, Topic Questions will be provided to help students check their understanding. The Topic Questions are especially useful for confirming understanding of difficult or foundational topics before moving on to new content or skills that build upon prior topics. Topic Questions can be assigned before, during, or after a lesson, and as in-class work or homework. Students will get rationales for each Topic Question that will help them understand why an answer is correct or incorrect, and their results will reveal misunderstandings to help them target the content and skills needed for additional practice.

At the end of each unit or at key points within a unit, Personal Progress Checks will be provided in class or as homework assignments in AP Classroom. Students will get a personal report with feedback on every topic, skill, and question that they can use to chart their progress, and their results will come with rationales that explain every question's answer. One to two class periods are set aside to re-teach skills based on the results of the Personal Progress Checks.

CR1

The syllabus must explicitly state that the course is conducted almost exclusively in German.

CR14

The syllabus demonstrates that students use the target language in the classroom or beyond to prepare for real-life situations.

Unit 1: Families in Different Societies

Theme:

Familie und Gemeinschaft/Family and Communities **CR2**

Essential Question:

Welchen Herausforderungen müssen sich Familien heutzutage stellen?

What challenges do families face in today's world?

Unit 1-Task Models	Modes of Communication	Skills
Promotional Material	Interpretive-Print Source	1.A, 3.A, 4.A
Letter	Interpretive-Print Source	1.A, 3.A, 3.B
Conversation and Chart	Interpretive-Audio and Print Sources	1.A, 1.B, 3.A, 4.A
Email Reply	Interpersonal-Written	1.A, 2.A, 2.B, 4.A, 4.B, 6.A, 6.B
Conversation	Interpersonal-Spoken	1.A, 2.A, 2.B, 4.A, 4.B, 5.A, 5.B
Cultural Presentation	Presentational-Spoken	1.A, 2.A, 2.B, 4.B, 7.B, 7.C, 7.D

Summative Assessment:

Formal Email Reply

At a Glance:

Students will explore family life in Germany and look at current information about family structures and if there is such a thing as a typical German family. Students will have discussions about how German families compare to American families and if they have challenges in common. Students will ascertain what some German family or cultural values are based on the information that they read and view. Students will present one aspect on their findings about German families to the class in the form of a presentation.

This unit will help prepare students for the Email Reply free response. Students will read emails, learn the requirements for the Email Reply task, and write replies to actual and teacher-generated emails.

See sample activities and resources below.

Mode of Communication & Stimulus/ Task Type	Resources CR5	Sample Activities
Interpretive Communication:	<i>Familienfest</i> —about an actual film of this name (<i>Artikel</i>), contemporary life. CR2 arte.tv/de/videos/052726-000-A/familienfest	Students predict what the source will be about based on included visuals.
Print Sources	<i>Reise Natur</i> (<i>Webseite</i>), contemporary life. renatour.de	Students preview vocabulary in the context of an authentic source.
Promotional Material		

CR2

The syllabus must explicitly list the six required course themes and describe one or more sample activities and authentic sources per theme.

CR5

The syllabus includes at least one example of authentic materials from each of the following types of sources:

1. Audio (e.g., podcasts, radio programs, songs)
2. Visual (e.g., charts, graphs, tables, maps, infographics, photos)
3. Audiovisual (e.g., music videos, films, video clips, TV shows)
4. Written/Print Literary (e.g., plays, short stories, poems)
5. Written/Print Non-Literary (e.g., newspapers, magazines, blogs)

Mode of Communication & Stimulus/ Task Type	Resources CR5	Sample Activities	
Interpretive Communication: Print Sources Letter	<p><i>Fleischerei Hochleitner</i> (Brief). hochleitner.net</p> <p>Buying a House (Brief). hausausstellung.de/zufriedene-bauherren.html?&tx_tchouserferences_pi1%5Bid%5D=578</p>	<p>Students learn the elements of a formal letter, through the letter offered in the unit.</p> <p>Students mark how the formal register is used in the letter, including greetings and closings, verb forms, and possessive adjectives. CR9</p>	
Interpretive Communication: Audio/ Interpretive Communication Print/Visual Conversation/ Chart	<p><i>Interview über das, was eine Familie ist</i> (podcast), personal and public identities. christa-meves.eu/was-ist-eine-familie-interview (Start at 0:43 and end at 2:25)</p> <p><i>So lebt die deutsche Durchschnittsfamilie</i> (Infografik and some text), personal and public identities. t-online.de/leben/familie/id_77450798/familie-so-lebt-die-deutsche-duchschnittsfamilie.html</p>	<p>Students identify structures used in the podcast (greetings/ closings, idiomatic expressions, thematic vocabulary, transitional expressions, etc.) that they can apply later in the unit when doing the spoken conversation task CR9</p>	<p>CR9</p> <p>The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 4: Make meanings from words and expressions, using an authentic source. The specific source(s) must be identified in the activity.</p>
Interpersonal Writing: Email Reply	<p><i>Babysitter Bewerbung</i> (Brief). - jobruf.de/assets/babysitter_bewerbung_vorlage.pdf</p> <p><i>Bahnreisen</i> (Brief). transsibirischeisenbahn.me/preise-bahnreisen-2018</p>	<p>Students do a give-one-get-one to review the elements of the letter discussed earlier in the unit and discuss how to apply many of the elements to create an organized email.</p> <p>Students review the use of the formal register.</p> <p>Students practice the exchange of information by responding to one of the letters. CR11</p>	<p>CR11</p> <p>The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 6: Communicate interpersonally by writing to others.</p>
Interpersonal Speaking: Conversation	<p><i>Vorlesen in Familien</i> (Infografik). de.statista.com/infografik/11672/vorlesen-in-familien-in-deutschland</p>	<p>Students review previously learned material such as greetings, closing, transitional expressions.</p> <p>In groups, students practice circumlocution when discussing the infographic.</p> <p>After reading the infographic, student discuss in pairs how high school students could volunteer to read to kids. Where and when could they do this? How much time would they/could they spend? CR10</p>	<p>CR10</p> <p>The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 5: Communicate interpersonally by speaking with others.</p>

Mode of Communication & Stimulus/ Task Type	Resources CR5	Sample Activities
Presentational Speaking	<p><i>Regenbogen Familien</i> (Video), contemporary life. CR5 zdf.de/kinder/logo/treffen-von-regenbogenfamilien-100.html</p> <p>Read the text and watch the video about <i>Regenbogenfamilien</i>.</p>	<p>Students complete an oral speaking activity and describe what a <i>Regenbogenfamilie</i> is and why they think the word “<i>Regenbogen</i>” is used to describe them.</p> <p>Students reflect on the perspectives offered by the sources that describe ways of being a family in Germany and how family structures are viewed. CR3</p> <p>Students discuss elements of effective presentational speaking: engaging the audience, making eye contact, using gestures, emphasizing, etc.</p> <p>Students to present a short, spoken presentation based on a prompt in which they present information about some aspect of the target culture’s families/communities they learned throughout this unit.</p> <p>Show students how to provide an introduction, develop topic, and create a conclusion.</p>

CR3
 The syllabus must describe **at least two activities** that focus on developing an understanding of cultural perspectives as revealed in the products and/or practices of the culture.

- Complete **Personal Progress Check MCQ** for Unit 1.
- Complete **Personal Progress Check FRQ A** for Unit 1.
- Complete **Personal Progress Check FRQ B** for Unit 1.

Unit 2: The Influence of Language and Culture on Identity

Theme:

Persönliche und Öffentliche Identität/Personal and Public Identities **CR2**

Essential Question:

Welchen Einfluss hat Sprache auf unsere kulturelle Identität?

How does language shape our cultural identity?

&

Wie spiegelt lokale Kunst die öffentliche Identität einer Region wider?

How does the art of a community reflect its public identity?

Unit 2-Task Models	Modes of Communication	Skills
Literary Text	Interpretive-Print Source	1.A, 2.B, 3.A, 3.B
Article and Chart	Interpretive-Print Sources	1.A, 1.B, 3.A, 4.A
Audio Report and Article	Interpretive-Print and Audio Sources	1.A, 2.A, 2.B
Argumentative Essay	Presentational-Written	1.A, 2.A, 2.B, 3.A, 3.B, 4.A, 4.B, 8.B, 8.C, 8.D
Cultural Comparison	Presentational-Spoken	1.A, 2.A, 2.B, 4.B, 7.B, 7.C, 7.D

Summative Assessment:

Argumentative Essay

At a Glance:

Students will learn the role of the German language on cultural norms, practices, and perspectives. They will look at cause and effect as it relates to language. The unit will tie together language and art via public transportation. Students will be exposed to poems seen on a bus and an interaction between passengers on a streetcar in the short film *Schwarzfahrer*. Students will discuss how language plays a role in the interactions on public transportation and how art and public transportation (or lack thereof) shape their daily lives and the lives of Germans.

This unit will help prepare students for both the argumentative essay and the cultural comparison. Since students have been writing essays using two sources since German 3, the summative assessment for this unit will be an argumentative essay. Students have been making comparisons since the beginning of German 1, but have not had to complete a formal presentation yet. Students will learn the requirements of the cultural comparison task and practice giving the presentation.

See sample activities and resources below.

Mode of Communication & Stimulus Task/Type	Resources CR5	Sample Activities	CR5
<p>Interpretive Communication:</p> <p>Print Sources</p> <p>Literary Passage</p>	<p><i>Wer bin ich-Globalisierung</i> (Poem). einaugenblick.de/2008/11/09/dietrich-bonhoeffer-wer-bin-ich</p> <p><i>Poesie im Bus</i>. heidelberg24.de/heidelberg/heidelberg-kunst-heidelberg-bussen-bahnen-gedichte-kurzprosa-9391039.html</p>	<p>What does Bonhoeffer's poem tell us about him? How would you describe him?</p> <p>Students read the poem "Wer bin ich" and write one about themselves.</p> <p>Do your inner qualities or outer qualities shape your identity?</p> <p>Students hypothesize who the audience of the poem is.</p> <p>Students read <i>Poesie im Bus</i>. They work with a partner to identify the purpose, target audience, and point of view. CR8</p> <p>Students have a class discussion about the article: Why do you think the Heidelbergers have decorated the insides of their busses and trains with poems and literature?</p> <p>What works of poetry and literature would you expect to find in U.S. public transportation systems?</p>	<p>The syllabus includes at least one example of authentic materials from each of the following types of sources:</p> <ol style="list-style-type: none"> 1. Audio (e.g., podcasts, radio programs, songs) 2. Visual (e.g., charts, graphs, tables, maps, infographics, photos) 3. Audiovisual (e.g., music videos, films, video clips, TV shows) 4. Written/Print Literary (e.g., plays, short stories, poems) 5. Written/Print Non-Literary (e.g., newspapers, magazines, blogs)
<p>Interpretive Communication:</p> <p>Print Sources</p> <p>Article/ Chart</p>	<p><i>Rassismus und Sprache- Was ist das?</i> (Article). neu.amnesty-gegen-rassismus.de/wordpress/themen/rassismus-und-sprache</p> <p><i>Rechte Straftaten und Gewalt in Deutschland</i> (Infograph). de.statista.com/infografik/1117/rechte-straftaten-und-gewalt-in-deutschland</p> <p><i>Identität steht immer im Bezug zur Gesellschaft</i>(Article). CR2.experto.de/bildung-karriere/sozialmanagement/die-identitaet-steht-immer-im-bezug-zur-gesellschaftdisqus_thread.html</p>	<p>Students read the article and compile a list of words that include the term "schwarz." Teachers and students explore the meanings and connotations that the words have.</p> <p>Students watch the movie <i>Schwarzfahrer</i> in conjunction with the article and make comparisons about the language used. youtube.com/watch?v=90MC1btDyxs</p> <p>Students analyze the cause and effect of racist language by drawing comparisons between in the article and infographic.</p>	<p>CR8</p> <p>The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 3: Interpret the content of written and audio text, using an authentic written or audio source. The specific source(s) must be identified in the activity.</p>

Mode of Communication & Stimulus Task/Type	Resources CR5	Sample Activities
<p>Interpretive Communication:</p> <p>Audio/ Interpretive Communication</p> <p>Print/Visual</p> <p>Audio Report/ Article</p>	<p>-<i>Steckt Deutschland im Identitätskonflikt?</i> (Article). deutschlandfunk.de/reihe-fragen-nach-identitaet-steckt-deutschland-im.691.de.html?dram:article_id=406813</p> <p><i>Migration und kulturelle Identität</i> (Podcast). ardmediathek.de/radio/H%C3%B6rsaal/Migration-und-kulturelle-Identit%C3%A4t-von-/Deutschlandfunk-Nova/Audio-Podcast?bcastId=42836058&documentId=53207748</p> <p>-<i>Kunst in der Stadt Hannover</i> (Website Event). hannover.de/Leben-in-der-Region-Hannover/Verwaltungen-Kommunen/Die-Verwaltung-der-Landeshauptstadt-Hannover/Dezernate-und-Fachbereiche-der-LHH/Kulturdezernat/Fachbereich-Kultur/Kulturb%C3%BCro/Kunst-im-%C3%B6ffentlichen-Raum/Kunst-entdecken.-Zu-Fu%C3%9F-in-der-Stadt</p>	<p>Students read the article and complete a color, symbol, image exercise to identify relevant details provided in the article that support the main idea. visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/ColourSymbolImage/ColourSymbolImage_Routine.html CR6</p>
<p>Presentational Writing:</p> <p>Argumentative Essay</p>	<p>Article. sz-online.de/nachrichten/vertriebene-kuenstler-3961109.html</p> <p><i>Kunst und Basel</i> (Infografik). blog.radissonblu.de/wp-content/uploads/sites/3/2015/09/Basel-Kunst-Infografik_final.jpg</p> <p>Interview and Report. CR2 zdf.de/kinder/logo/kinderreporter-documenta-100.html</p>	<p>Students use two sources to answer the question: Should cities spend money on museums and artwork?</p> <p>OR</p> <p>Do cities need to spend money on artwork and museums to draw tourists? CR7</p>
<p>Presentational Speaking</p>	<p>Prompt: <i>Welche Rolle spielt öffentliche Verkehr in das Leben der Teenager in Ihrer sozialen Umfeld? Vergleichen Sie Perspektiven, wo Sie wohnen, mit Perspektiven in deutschsprachigen Regionen.</i></p>	<p>Students will give an oral presentation exploring how their surroundings shape their identity.</p> <p>Students will use a graphic organizer to outline their presentation.</p> <p>Students receive a resource guide of transitional words and phrases as well as language of comparisons.</p> <p>Students will work with a timer for preparation time and time to present. CR12</p>

CR6

The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 1: Comprehend written, audio, audiovisual, and visual text, using an authentic source. The source(s) must be identified in the activity.

Complete **Personal Progress Check MCQ** for Unit 2.

Complete **Personal Progress Check FRQ A** for Unit 2.

Complete **Personal Progress Check FRQ B** for Unit 2.

Unit 3: Influences of Beauty and Art

Theme:

Schönheit und Ästhetik/Beauty and Aesthetics **CR2**

Essential Question:

Wie beeinflussen Schönheit und Ästhetik den Alltag?

How do ideals of beauty and aesthetics influence daily life?

Unit 3-Task Models	Modes of Communication	Skills
Promotional Material	Interpretive-Print Source	1.A, 3.A, 4.A
Literary Text	Interpretive-Print Source	1.A, 2.B, 3.A, 3.B
Letter	Interpretive-Print Source	3.A, 3.B
Conversation and Chart	Interpretive-Audio and Print Sources	2.B
Email Reply	Interpersonal-Written	1.A, 2.A, 2.B, 4.A, 4.B, 6.A, 6.B
Conversation	Interpersonal-Spoken	1.A, 2.A, 2.B, 4.A, 4.B, 5.A, 5.B
Cultural Comparison	Presentational-Spoken	1.A, 2.A, 2.B, 4.B, 7.B, 7.C, 7.D

Summative Assessment:

Cultural Comparison & Multiple Choice

At a Glance:

Students will explore values associated with beauty ideals. Students will compare how these ideals differ from ideals of the past, and how they differ depending on geographic location. How can we tell on what a society places value?

This unit will help prepare students for the cultural comparison free response. Students will continue to read and reply to emails.

See sample activities and resources below.

Mode of Communication & Stimulus/ Task Type	Resources CR5	Sample Activities
<p>Interpretive Communication:</p> <p>Print Sources</p> <p>Promotional Material</p>	<p><i>Focus-Gesundheit-Schoenheit</i> (Webseite). focus-abo.de/focus-gesundheit-schoenheit</p> <p><i>Dove Kampagne</i> (Webseite).. dove.com/de/stories/campaigns/meine-schoenheit-ist-meine-entscheidung.html</p>	<p>Students write multiple choice questions for the sources. <i>Was ist der Zweck dieser Kampagne?</i> Etc.</p> <p>Have students answer the question: <i>I used to think... and now I think...</i></p>
<p>Interpretive Communication:</p> <p>Print Sources</p> <p>Letter</p>	<p><i>Floristin</i>. bewerbung.co/berufe/bewerbung-als-floristin-florist</p> <p><i>Kosmetikerin</i>. bewerbungsratgeber24.de/vorlage/bewerbung_0728_kosmetikerin.html</p>	<p>Students write a proper greeting and closing for each letter.</p> <p>Students ask one follow-up question that pertains to the information in each letter.</p>
<p>Interpretive Communication:</p> <p>Audio/ Interpretive Communication</p> <p>Print/Visual</p> <p>Conversation/ Chart</p>	<p><i>Von Identität und gängigen Schönheitsidealen</i> (Written Interview and Video [English subtitles]). femtastics.com/short-stories/moshtari-hilal/</p> <p><i>Kleider machen Leute</i> (Cartoon). de.toonpool.com/cartoons/Kleider%20machen%20Leute_256711</p> <p><i>Schönheitsideale früher und später</i> (Picture Series). zdf.de/kinder/purplus/schoenheitsideale-im-laufe-der-zeit-100.html</p> <p><i>Bin ich schön-ein Ländercheck</i>. handelsblatt.com/unternehmen/beruf-und-buero/leaderin/global-beauty-confidence-report-pickelproblem-heute-abend-party/13858076.html</p>	<p>Students create a headline to show understanding. visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/Headlines/Headlines_Routine.html</p> <p>Students answer the following questions when working with the resources: What surprises you about how ideals for beauty have changed? Are there trends? How do you think beauty trends will change in the future? How do culture, news, events and famous people change our beauty culture? CR7</p>

CR7

The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 2: Make interdisciplinary and cultural connections, using an authentic source. The specific source(s) must be identified in the activity.

Mode of Communication & Stimulus/ Task Type	Resources CR5	Sample Activities
Interpersonal Writing: Email Reply	<p>AP College Board 2018 Email Reply. apcentral.collegeboard.org/pdf/ap18-frq-german-language.pdf</p> <p>Make your own email. betterlivinghospital.org/fotos/schone-e-mail-einladung-gestalten-gallery-of-muster-vorlage-beispiel-email-meeet-co-71617</p>	<p>Students complete the 2018 Email reply as practice. CR11 apcentral.collegeboard.org/pdf/ap18-frq-german-language.pdf</p> <p>Students review the AP scoring guidelines with the teacher.</p> <p>Students look at samples from previous AP test-takers and see if they can use the scoring guidelines to come up with the correct score.</p> <p>Students decide how would they score their own response. What elements from the scoring guidelines apply to their writing sample?</p>
Interpersonal Speaking: Conversation	<p>Let's Talk S (Talkshow). zdf.de/kinder/lets-talk/schoen-schoener-am-schoensten-staffel-1-102.html</p>	<p>What are the main points the students are discussing in the talk show video?</p> <p>Students have their own debate: <i>Hat man es leichter im Leben, wenn man schöner ist?</i></p> <p>Students to compile a list of what kinds of problems they face as young people, with regards to <i>Schönheit</i>.</p> <p>Based on the list of problems students produce, they then give appropriate advice for the problem. Example: Problem—My parents won't buy me the clothes I like. Advice—Maybe you could get a job and pay for the clothes yourself.</p>

CR11

The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 6.

Mode of Communication & Stimulus/ Task Type	Resources CR5	Sample Activities
Presentational Speaking	2012 AP German Cultural Comparison. secure-media.collegeboard.org/apc/ap12_frq_GermLang.pdf	<p>Students read the scoring guidelines. secure-media.collegeboard.org/apc/ap12_german_language_presentational_speaking.pdf</p> <p>Students complete the task and record it.</p> <p>Students listen to released student samples from the AP Exam and discuss why the samples received that score. apcentral.collegeboard.org/courses/ap-german-language-and-culture/exam/2012-german-language-culture-exam-student-samples</p> <p>Students listen to their own sample. How would they score it?</p>

Complete **Personal Progress Check MCQ** for Unit 3.

Complete **Personal Progress Check FRQ A** for Unit 3.

Complete **Personal Progress Check FRQ B** for Unit 3.

Unit 4: How Science and Technology Affect our Lives

Theme:

Wissenschaft und Technologie/Science and Technology **CR2**

Essential Question:

Was sind die gesellschaftlichen Konsequenzen von wissenschaftlichem und technologischem Fortschritt?

What are the social consequences of scientific or technological advancements?

Unit 4-Task Models	Modes of Communication	Skills
Article and Chart	Interpretive-Print Sources	1.A, 1.B, 2.B, 3.A
Interview	Interpretive-Audio Source	2.B, 3.A
Instructions	Interpretive-Audio Source	1.A, 3.A, 4.A
Presentation	Interpretive-Audio Source	3.A, 4.A
Argumentative Essay	Presentational-Written	1.A, 1.B, 2.A, 2.B, 3.A, 3.B, 4.A, 4.B, 8.B, 8.C, 8.D
Cultural Comparison	Presentational-Spoken	1.A, 2.A, 2.B, 4.B, 7.B, 7.C, 7.D

Summative Assessment:

Argumentative Essay & Multiple Choice

At a Glance:

Students will explore technological advancements and how these shape societies. What are some recent inventions and inventions we will see in the near future? What consequences, good or bad, have these had on daily life? Students will watch videos that show how to make different products and learn which ones come from Germany.

This unit lends itself well to an argumentative essay after a Socratic seminar. Students will work on integration of content in order to improve their essays. They will work with samples that they and other students have written and highlight areas where they see integration. This will help them understand what integration is and how they can increase their production of this in their own writing. Students will continue to work on their presentational speaking in general and within the structure of the cultural comparison task model.

See sample activities and resources below.

Mode of Communication & Stimulus/ Task Type	Resources CR5	Sample Activities
<p>Interpretive Communication:</p> <p>Audio, Visual, and Audiovisual Sources</p> <p>Interview</p>	<p><i>Was macht die Technikfolgenabschätzung? (Interview mit Armin).</i> youtube.com/watch?v=adC3KyLAZGc</p> <p><i>Zukunft mit Robotern.</i> zdf.de/kinder/logo/roboter-zukunft-102.html</p>	<p>Students answer teacher-generated multiple choice questions.</p>
<p>Interpretive Communication:</p> <p>Print Sources</p> <p>Article/ Chart</p>	<p><i>Wichtigste Technologien der nahen Zukunft (Infografik).</i> de.statista.com/infografik/4058/die-wichtigsten-technologien-der-nahen-zukunft</p> <p><i>Technologien 2030 (Infografik).</i> euroforum.de/zukunftsforum2030/technologien-der-zukunft-infografik</p> <p>Headhunter Bots (Article). lebensmittelverarbeitung-online.de/branchennews/automatisierter-headhunter-bots-auf-der-suche-nach-dem-mitarbeiter-der-zukunft</p> <p>Cloud Technology (Article). computerwoche.de/a/cloud-migration-ist-ein-wichtiges-it-thema-und-mehr,3544832</p>	<p>Students conduct a classroom poll on what they think the most important technology of the near future will be and compare their results to the infographic CR6</p> <p>Students read an article and complete the word, phrase, and sentence activity in order to see trends. santeesd.net/cms/lib/CA01000468/Centricity/Domain/12/VT_SentPhraseWord.pdf</p>
<p>Interpretive Communication:</p> <p>Audio, Visual, and Audiovisual Sources</p> <p>Instructions</p>	<p>Make Slime. youtube.com/watch?v=tACZ2Dw_yRs</p> <p>Make a Kaleidoscope. https://www.youtube.com/watch?v=BlXV8l1uF2M</p>	<p>Students pick from selected videos on Blendspace and tell/show the class how to make something.</p>
<p>Interpretive Communication:</p> <p>Audio, Visual, and Audiovisual Sources</p> <p>Presentation</p>	<p>Students read the article and watch the video. They answer one of the questions posed in the article. leopoldina.org/veranstaltungen/veranstaltung/event/2464</p> <p>Alternatively, teachers can use the questions for a Socratic seminar. zdf.de/kinder/logo/roboter-statt-menschen-wegen-digitalisierung-100.html</p>	<p>Students complete an elevator speech with a partner.</p> <p>Students complete a <i>Schutzengel</i>-style Socratic seminar. Their partner sits behind them and can help by passing notes. Each group talks about 3 questions for 10–15 min and then switches.</p>

Mode of Communication & Stimulus/ Task Type	Resources CR5	Sample Activities
<p>Presentational Writing:</p> <p>Argumentative Essay</p>	<p>Students use three sources to answer the question: <i>Hat Digitalisierung eine negative oder positive Auswirkung auf die Gesellschaft?</i></p> <p>OR</p> <p><i>Ist Digitalisierung gut oder schlecht für das Berufsleben?</i></p> <p>Article. wpags.de/fachtexte/umweltrends/4-technologische-entwicklungen-und-deren-einfluss-auf-die-wirtschaftspsychologie</p> <p>Infografik. edenred.de/fileadmin/redaktion/Pressemitteilungen/Ipsos_Barometer/Infografik_Digitalisierung_DE.pdf</p> <p>de.statista.com/infografik/8480/auswirkungen-der-digitalisierung-auf-den-arbeitsmarkt</p> <p><i>Arbeit der Zukunft</i> (Video, watch the first 6 minutes). ardmediathek.de/tv/Planet-Wissen/Arbeit-der-Zukunft/SWR-Fernsehen/Video?bcastId=25233996&documentId=38716718</p>	<p>Students write an argumentative essay that is peer-edited for elements such as use of sources, integration of content, elaboration, etc.</p> <p>Teacher takes samples and corrects 2–3 for the class as the class watches.</p> <p>Students re-write essays based on feedback from peers and the instructional review as a class. CR13</p>
<p>Presentational Speaking</p>	<p>Prompt: <i>Welche Rolle spielt Digitalisierung in dem Leben der Menschen in Ihrem sozialen Umfeld und in deutschsprachigen Ländern?</i></p>	<p>Students review the requirements for this task with the teacher, which requires a cultural comparison utilizing the unit resources and drawing from personal experiences.</p> <p>Students practice speaking using recording software.</p> <p>Students use Audacity® to record their presentation comparing the role of digitization in their environment and in German-speaking culture. CR4 CR12</p>

CR13

The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 8: Communicate through written presentations.

CR12

The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 7: Communicate through spoken presentations.

Complete **Personal Progress Check MCQ** for Unit 4.

Complete **Personal Progress Check FRQ A** for Unit 4.

Complete **Personal Progress Check FRQ B** for Unit 4.

Unit 5: Factors that Impact the Quality of Life

Theme:

Alltag/Contemporary Life **CR2**

Essential Question:

Welche Aspekte des Alltags beeinflussen die Lebensqualität?

How do aspects of everyday life influence and relate to the quality of life?

Unit 5-Task Models	Modes of Communication	Skills
Literary Text	Interpretive-Print Source	2.A, 3.A, 3.B
Conversation and Chart	Interpretive-Audio and Print Sources	1.B, 2.A, 2.B, 3.A, 3.B
Interview	Interpretive-Audio Source	3.A
Instructions	Interpretive-Audio Source	2.A, 3.A, 4.A
Email Reply	Interpersonal-Written	1.A, 2.A, 2.B, 4.A, 4.B, 6.A, 6.B
Conversation	Interpersonal-Spoken	1.A, 2.A, 2.B, 4.A, 4.B, 5.A, 5.B
Cultural Comparison	Presentational-Spoken	1.A, 2.A, 2.B, 4.B, 7.B, 7.C, 7.D

Summative Assessment:

Conversation & Multiple Choice

At a Glance:

Students will look at factors that influence the quality of life—from social norms and rules to inventions specifically for changing our lifestyle. Students will explore the extent to which these factors are beneficial or detrimental to the quality of life of individuals in given communities. Students will discuss many of the issues in an informal matter and will focus on providing tips and advice in order to prepare for the conversation free-response task.

This unit will help prepare students for both the conversation free-response section and multiple-choice section of the exam. Students will work with scoring guidelines and samples from previous year's AP Exams.

See sample activities and resources below.

Mode of Communication & Stimulus/ Task Type	Resources	Sample Activities
<p>Interpretive Communication:</p> <p>Audio, Visual, and Audiovisual Sources</p> <p>Instructions</p>	<p>How would you save someone's life? (Video). zdf.de/kinder/purplus/leben-retten-102.html</p> <p>First aid quiz. zdf.de/kinder/purplus/erste-hilfe-quiz-100.html</p>	<p>Students play a teacher-generated apples-to-apples game. Students are grouped. They pull a scenario on a card. Each student responds and they vote on which response was the best (i.e. What would you do if...).</p> <p>Students look at the instructions of the conversation and the conversation outline.</p>
<p>Interpretive Communication:</p> <p>Audio, Visual, and Audiovisual Sources</p> <p>Interview</p>	<p><i>Mehr Lebensqualität durch Hörgeräte</i> (Interview). youtube.com/watch?v=aSYRjaPEhHA</p>	<p>Students identify the points of view represented in the interview. CR8</p> <p>Students identify who is speaking.</p> <p>Students discuss changes to the quality of life as a result of hearing aids.</p>
<p>Interpretive Communication:</p> <p>Audio/ Interpretive Communication</p> <p>Print/Visual</p> <p>Conversation/ Chart</p>	<p><i>Die WIM Hof Methode, Yoga und Meditation</i> (Podcast, listen until 3:55). podtail.com/en/podcast/headcoach-korper-geist-und-lebensqualitaet-im-sport/-17-die-wim-hof-methode-yoga-und-meditation-interv/</p> <p>Infografik.de/statista.com/infografik/12719/wann-die-deutschen-mehr-sport-machen-wuerden/</p>	<p>Students compare and contrast the podcast and chart.</p> <p>Students discuss if Germans need to exercise more and the basis of their answer.</p> <p>Students answer multiple-choice questions that compare the conversation and chart.</p>
<p>Interpretive Communication:</p> <p>Print Sources</p> <p>Literary Text</p>	<p><i>Roman Auszug—Rennschwein Rudi Ruessel</i>. dtv.de/_files_media/title_pdf/leseprobe-70285.pdf</p>	<p>Students will read this selection.</p> <p>Students compare and contrast having a dog and pig as possible pets.</p> <ul style="list-style-type: none"> Students identify the tone, audience, and perspective of the text. Students infer the author's message. Students answer multiple-choice questions about the text.
<p>Interpersonal Writing:</p> <p>Email Reply</p>	<p><i>Zwischen Tagung und Metropole</i> (Anzeige). rm-tirol.at/regionen/wipptal/kalender/kalender-einzel/caluid/264</p>	<p>Students use the source material to write a formal email asking for more information and how they can help. CR11</p>

CR11

The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 6: Communicate interpersonally by writing to others.

Mode of Communication & Stimulus/ Task Type	Resources	Sample Activities
<p>Interpersonal Speaking:</p> <p>Conversation</p>	<p>Watch both videos. youtube.com/watch?v=UX2H2uSXX7I</p> <p>youtube.com/watch?v=-NWHgUZXBdU</p>	<p>Students answer the question: <i>Was bedeutet Lebensqualitaet?</i></p> <p>Students have a discussion about what the most important components are for a good quality of life. What if someone is missing some the components? How had we help him/her? What recommendations can we make? CR10</p> <p>Students review the components of the conversation task with the teacher.</p> <p>Students record a conversation from a previous AP German Exam.</p> <p>Students score their own response.</p> <p>Students review the scoring guidelines with the teacher.</p> <p>Students listen to AP German Exam free-response samples for the conversation task.</p>
<p>Presentational Speaking:</p> <p>Cultural Comparison</p>	<p>Prompt: Students compare and contrast the role of culture on the quality of life. CR4</p> <p>Students complete this as a pre-cursor to the 2017 cultural comparison. apcentral.collegeboard.org/pdf/ap-german-language-frq-2017.pdf</p>	<p>Students prepare and give an oral presentation comparing the role of culture on the quality of life utilizing the unit resources and drawing from personal experiences. CR4</p> <p>Students use Audacity to record their answers.</p> <p>Students mock score their classmates' samples and samples from the 2017 cultural comparison.</p>

CR4

The syllabus must describe **at least two activities** in which students make cultural comparisons.

Complete **Personal Progress Check MCQ** for Unit 5.

Complete **Personal Progress Check FRQ A** for Unit 5.

Complete **Personal Progress Check FRQ B** for Unit 5.

Unit 6: Environmental, Political, and Societal Challenges

Theme:

Globalisierung/Global Challenges **CR2**

Essential Question:

Wie beeinflussen Herausforderungen die Kultur einer Gesellschaft?

How do challenging issues affect a society's culture?

Unit 6-Task Models	Modes of Communication	Skills
Article and Chart	Interpretive-Print Sources	1.B, 2.A, 2.B, 4.A
Audio Report and Article	Interpretive-Print and Audio Sources	1.A, 2.A, 3.A, 3.B
Presentation	Interpretive-Audio Source	1.A, 2.A, 3.A, 3.B
Argumentative Essay	Presentational-Written	1.A, 1.B, 2.A, 2.B, 3.A, 3.B, 4.A, 4.B, 8.B, 8.C, 8.D
Cultural Comparison	Presentational-Spoken	1.A, 2.A, 2.B, 4.B, 7.B, 7.C, 7.D

Summative Assessment:

Argumentative Essay & Cultural Comparison

At a Glance:

Students will look at some of the most challenging issues in Germany, Europe, and the world. They will discuss the issues and look at them from a variety of perspectives. Does the issue change if we view it through someone else's eyes? How do the most challenging issues in Germany compare to those in the U.S.? Students will look specifically at migration and citizenship. Is citizenship more than a piece of paper?

This unit will help students review for the argumentative essay and the cultural comparison free response tasks. Students will fine-tune their performance tasks by making sure that they are discussing the role or influence of a given issue, giving details and examples to support their opinions, and making sure that they are integrating resources and facts into their answers.

See sample activities and resources below.

Mode of Communication & Stimulus/ Task Type	Resources CR5	Sample Activities
<p>Interpretive Communication:</p> <p>Audio, Visual, and Audiovisual Sources</p> <p>Audio Report and Article</p>	<p>Video. focus.de/politik/deutschland/meinungsforschungsinstitut-civey-zuwanderung-soziale-sicherheit-und-wirtschaft-umfrage-zeigt-was-deutschen-wichtig-ist_id_9186326.html</p> <p><i>Vorteile und Nachteile der Globalisierung</i> (Article). kontrast.at/vorteile-und-nachteile-der-globalisierung-geschichte-probleme-gewinner-verlierer</p>	<p>Students take notes while listening to the audio.</p> <p>Students complete a connect-extend-challenge thinking routine. visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/ConnectExtendChallenge/ConnectExtend_Routine.html</p>
<p>Interpretive Communication:</p> <p>Print Sources</p> <p>Article and Chart</p>	<p>Article. spiegel.de/panorama/gesellschaft/obdachlosigkeit-in-deutschland-wir-haben-ein-riesenproblem-a-1184255.html</p> <p><i>Infografik</i>. de.statista.com/statistik/daten/studie/2739/umfrage/ansicht-zu-den-wichtigsten-problemen-deutschlands</p> <p>Top 10 Problems EU Citizens (Infografik). google.com/url?sa=i&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwjkdSHkMjcAhWCmeAKHYpkDgcQjRx6BAGBEAU&url=https%3A%2F%2Fde.statista.com%2Finfografik%2F2290%2Fdie-zehn-wichtigsten-probleme-der-europaeischen-union%2F&psig=AOvVaw3h8g8bHEw-75E-u-YDMHQC&ust=1533084794836180</p>	<p>Students use the 3-2-1 bridge tool before and after engaging with the unit resources to describe the meaning and pose questions about the content of the texts and data related to the biggest problems in Germany (climate, housing immigration, etc.). CR6 visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/321Bridge/321Bridge_Routine.html</p>
<p>Interpretive Communication:</p> <p>Audio, Visual, and Audiovisual Sources</p> <p>Presentation</p>	<p>Video. mdr.de/wahl2017/video-140870.html</p>	<p>Students take notes as they watch the video.</p> <p>Students orally present what they learned to a partner using the framework “I used to think... and now I think...” visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/UsedToThink/UsedToThink_Routine.htm</p>

Mode of Communication & Stimulus/ Task Type	Resources CR5	Sample Activities
<p>Presentational Writing:</p> <p>Argumentative Essay</p>	<p>Article. zeit.de/gesellschaft/zeitgeschehen/2018-03/familiennachzug-deutschland-ostghuta-fluechtlinge-angekommen</p> <p>Infografik. bild.de/politik/inland/fluechtlingskrise/so-denkt-deutschland-ueber-die-willkommenskultur-51185922.bild.html</p> <p>Use the Bundestag debate (Video). tagesschau.de/inland/familiennachzug-187.html</p>	<p>Students use unit resources to answer the essential question: Should refugees to Germany be allowed to bring their family members over after they arrive? What perspectives do the sources offer related to this question? What is your opinion? CR3</p> <p>Students are given a side to the issue and have a silent debate with a partner on paper.</p> <p>Students engage in a whole-class philosophical chairs debate.</p> <p>Students write an argumentative essay using the three sources supporting a position based on the essential question.</p> <p>Students peer edit rough drafts for content and highlight evidence of integration. CR13</p>
<p>Interpersonal & Presentational Speaking</p>	<p><i>Wie wäre Wien ohne Migration</i> (Infografik). medienportal.univie.ac.at/uniview/semesterfrage/detailansicht/artikel/infografik-wie-waere-wien-eigentlich-ohne-migration/?no_cache=1</p> <p>Prompt: <i>Was für eine Rolle spielt Migration in Ihrem sozialen Umfeld? Vergleichen Sie Perspektiven mit wo Sie wohnen, mit Perspektiven in deutschsprachigen Regionen.</i> CR3</p>	<p>Students will complete a circle of viewpoints activity to discuss the issue. CR10 visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03e_FairnessRoutines/CircleViewpoints/CircleViewpoints_Routine.html</p> <p>Students complete a cultural comparison free response-task recorded on Audacity. CR3 CR4</p>

Complete **Personal Progress Check MCQ** for Unit 6.

Complete **Personal Progress Check FRQ A** for Unit 6.

Complete **Personal Progress Check FRQ B** for Unit 6.