

SYLLABUS DEVELOPMENT GUIDE

AP[®] German Language and Culture

The guide contains the following information:

Curricular Requirements

The curricular requirements are the core elements of the course. A syllabus must provide explicit evidence of each requirement based on the required evidence statement(s).

The Unit Guides and the “Instructional Approaches” section of the *AP[®] German Language and Culture Course and Exam Description (CED)* may be useful in providing evidence for satisfying these curricular requirements.

Required Evidence

These statements describe the type of evidence and level of detail required in the syllabus to demonstrate how the curricular requirement is met in the course.

Note: Curricular requirements may have more than one required evidence statement. Each statement must be addressed to fulfill the requirement.

Clarifying Terms

These statements define terms in the syllabus development guide that may have multiple meanings.

Samples of Evidence

For each curricular requirement, three separate samples of evidence are provided. These samples provide either verbatim evidence or clear descriptions of what acceptable evidence could look like in a syllabus.

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 page:</i> 4
CR3	The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.	<i>See page:</i> 6
CR4	The course provides opportunities for students to make cultural comparisons.	<i>See page:</i> 7
CR5	Instructional materials include a variety of authentic audio, visual, and audiovisual sources and authentic written texts.	<i>See page:</i> 8
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 page:</i> 9
CR7	The course provides opportunities for students to practice and develop the skills in Skill Category 2: Make interdisciplinary and cultural connections.	<i>See page:</i> 10
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 page:</i> 11
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> 12
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 page:</i> 13
CR11	The course provides opportunities for students to practice and develop the skills in Skill Category 6: Communicate interpersonally by writing to others.	<i>See page:</i> 14
CR12	The course provides opportunities for students to practice and develop the skills in Skill Category 7: Communicate through spoken presentations.	<i>See page:</i> 15
CR13	The course provides opportunities for students to practice and develop the skills in Skill Category 8: Communicate through written presentations.	<i>See page:</i> 16
CR14	The course prepares students to use the target language in real-life situations.	<i>See page:</i> 17

Curricular Requirement 1

The teacher uses German almost exclusively in class and encourages students to do likewise.

Required Evidence

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

Samples of Evidence

1. The syllabus states: “All communication in the AP[®] German Language and Culture class is conducted in German, and class participation grades reflect the requirement that students use German almost exclusively in the classroom.”
2. The syllabus explicitly states that the course is an “immersion experience requiring the use of German exclusively.”
3. The syllabus states that the teacher and students speak German almost exclusively in class.

Curricular Requirement 2

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.

Required Evidence

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

Samples of Evidence

1. The syllabus explicitly lists the six required themes and includes at least one activity and authentic source addressing each theme. For example:
 - **Families and Communities:** Students watch German television shows and/or listen to podcasts about German families. They then discuss changing emerging family models and compare it to family life in their own community.
 - **Personal and Public Identities:** Based on a news segment on issues facing young people on *Tagesschau*, students produce a podcast commenting the biggest challenges facing German youth today.
 - **Beauty and Aesthetics:** Students will listen to music by current popular German music artists and the Comedian Harmonists and discuss why they think each chose the topics they did for their songs, and what the effects of the songs might be.
 - **Science and Technology:** Students will listen to news reports on the internet about scientific advances in Germany. Based on what they learn, students will try to predict, orally or in writing, the direction of future scientific advances.
 - **Contemporary Life:** Based on *Das fliegende Klassenzimmer*, students will write a letter to Professor Kreuzkamm from the perspective of one of the boys to explain why they left the school grounds.
 - **Global Challenges:** After reading an article in *Spiegel* about reuse of plastics in Germany, students debate whether or not plastic straws should be banned.
2. The syllabus explicitly lists the six themes and explains how each theme is specifically developed by detailing activities and the authentic resources used for each theme.
For example:
 - Group activities exploring generational conflicts through literary texts and films. **(families and communities)**
 - Class discussions about national identity using maps, public opinion surveys, and a variety of expository texts. **(personal and public identities)**
 - Student presentations about the impact of advertising on concepts of beauty and body image through a study of advertisements for clothing and weight-loss products. **(beauty and aesthetics)**
 - Debates on the social impact of new communication technologies and social media based on current news sources. **(science and technology)**
 - Writing assignments on health and well-being based on a variety of audio and print sources. **(contemporary life)**
 - Student-focused discussions of war and human rights based on a documentary film. **(global challenges)**

3. The syllabus states, “The course organizes thematic interdisciplinary instruction into units that include all six required course themes: family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.”

Each thematic unit outlined in the syllabus includes activities based on authentic sources.

Curricular Requirement 3

The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.

Required Evidence

- 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.

Clarifying Terms

Products: both tangible (clothing, food, a literary work, a monument) and intangible items (a law, an educational system) created by the target culture

Practices: customs, routines, and patterns of social interaction representative of the target culture

Perspectives: values, attitudes, and assumptions that underlie both practices and products but that are less readily evident to the observer

Samples of Evidence

1. The syllabus includes several activities that focus on cultural perspectives as revealed in products and practices. For example, in response to a film, students work in pairs to create a German-language PowerPoint presentation on attitudes toward cultural diversity. Students also work with authentic videos and informational texts to learn about how *Karneval* is celebrated in Köln and discuss the traditions related to this celebration.
2. The syllabus includes a unit on rites of passage and the cultural perspectives that inform them, based on a short novel.
The syllabus also describes an activity about family life in Germany in which students work with current information from various authentic sources and, in groups, prepare panel discussions on what resources the government should provide to support families.
3. Students compare the information commonly required on a German *Lebenslauf* with that required on a resume in the United States. After a class discussion of the specific differences and their cultural contexts, students write a one-page reflection on which format they prefer and why.
The syllabus also includes a unit in which students study citizenship laws and discuss what it means to be a citizen.

Curricular Requirement 4

The course provides opportunities for students to make cultural comparisons.

Required Evidence

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

Samples of Evidence

- In the unit, “Families in Different Societies,” students compare policies such as Elternzeit and “Elterngeld with family leave policies in their culture.
Students learn about holidays and celebrations in Switzerland and compare them to their own.
- Students learn about the role of public transportation in German-speaking countries in comparison with the role public transportation plays in their home country.
After viewing videos of German comics or commercials, students compare humor in a German-speaking community with humor in their own or another familiar community.
- Students write reflective essays focused on either a cultural or a linguistic comparison.
Reflective essay: Students compare the school system in the target culture with that in their own culture.
Reflective essay: Students reflect on similarities and differences in youth language in the target culture and their own culture.

Curricular Requirement 5

Instructional materials include a variety of authentic audio, visual, and audiovisual sources and authentic written texts.

Required Evidence

- 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)

Note: Authentic materials used from a textbook must be identified; simply providing the title of a course textbook is not sufficient.

Clarifying Terms

Authentic materials: materials in the target language not originally created for instructional purposes

Samples of Evidence

1. The syllabus' thematic units integrate activities where students work with authentic audio (e.g., podcasts) and video materials (e.g., music videos), visual materials (e.g., cartoons), literary texts (e.g., short stories), and non-literary texts (e.g., newspaper and magazine articles).
2. The syllabus includes a variety of authentic sources in each unit to address one or more themes, and includes at least one example of each of the following types of sources: audio, visual, audiovisual, and both literary and non-literary print sources. For example, the following sources are used to explore the global challenges theme: a song, a graph, a German-language feature film, a poem, and an online text.
3. The bibliography/sources section of the syllabus lists authentic sources in each of the five required categories.
 - Audio (e.g., songs, podcasts)
 - Visual (e.g., photos, art, charts, graphs, infographics, maps)
 - Audiovisual (e.g., feature films, short films, music videos)
 - Written/Print Literary (e.g., plays, short stories, poems)
 - Written/Print Non-Literary (e.g., newspapers, magazines, blogs)

Curricular Requirement 6

The course provides opportunities for students to practice and develop the skills in Skill Category 1: Comprehend written, audio, audiovisual, and visual text, as outlined in the AP Course and Exam Description (CED). (Interpretive Mode)

Required Evidence

- The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 1 using an authentic source. The source(s) must be identified in the activity.

Note: Authentic materials used from a textbook must be identified; simply providing the title of a course textbook is not sufficient.

Key Terms

Comprehend text: describing the literal meaning of the text and data

Interpretive Mode: making meaning of written, print, visual, audiovisual, and audio texts. By the end of the course, students are expected to perform at the Intermediate to Advanced-Low range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. The syllabus describes activities in which students retell or summarize information from an authentic print and audio source (e.g., newspaper article, podcast, blog).
For example, students listen to podcasts regarding marriage and family life in modern German-speaking societies and later summarize in writing or in discussion the main ideas and details of what they have learned.
In Unit 2, “The Influence of Language and Culture on Identity,” students read the online article *Steckt Deutschland im Identitätskonflikt?* Students organize information from the article in a graphic organizer and then complete a Color, Symbol, Image chart to further demonstrate their comprehension.
2. Students will be asked to follow an identified topic from current events that has become a hot button issue in both the U.S. and abroad. Using print, visual, and audiovisual sources, students record their findings in weekly reflection journals and provide oral updates during discussions of current events in class.
3. Students read a German youth novel. They give oral summaries to the class and keep a reflective journal in which they summarize chapter events, record their questions, and predict what will happen.

Curricular Requirement 7

The course provides opportunities for students to practice and develop the skills in Skill Category 2: Make interdisciplinary and cultural connections, as outlined in the AP Course and Exam Description (CED). (Interpretive Mode)

Required Evidence

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

Note: Authentic materials used from a textbook must be identified; simply providing the title of a course textbook is not sufficient.

Clarifying Terms

Connections: make cultural connections within the target language and connections in and across disciplines

Interpretive Mode: making meaning of written, print, visual, audiovisual, and audio texts. By the end of the course, students are expected to perform at the Intermediate to Advanced-Low range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. The syllabus describes activities in which students relate one course theme to another. For example, after reading an authentic online article and listening to an authentic podcast, they discuss the effects of environmental changes on individual families and global communities.
2. In part of the unit, “How Science and Technology Affect our Lives,” students focus on the Internet of Things. Using authentic articles, charts, and infographics, they identify and explain connections between two of the sources.
3. Students watch and discuss a news show about a recent German election that highlights the most important political issues in Germany. They then watch YouTube videos about related local actions, e.g., “*Hand-in-Hand gegen Rassismus*.” In groups, students express how these actions reflect larger cultural issues and phenomena and express their opinions on these local initiatives.

Curricular Requirement 8

The course provides opportunities for students to practice and develop the skills in Skill Category 3: Interpret the content of written and audio text, as outlined in the AP Course and Exam Description (CED). (Interpretive Mode)

Required Evidence

- The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 3 using an authentic written or audio source. The specific source(s) must be identified in the activity.

Note: Authentic materials used from a textbook must be identified; simply providing the title of a course textbook is not sufficient.

Clarifying Terms

Interpret: analyze the distinguishing features and the meaning of a text

Interpretive Mode: making meaning of written, print, visual, audiovisual, and audio texts. By the end of the course, students are expected to perform at the Intermediate to Advanced-Low range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. In Unit 2, “The Influence of Language and Culture on Identity,” students read about *Poesie im Bus* using an authentic text from heidelberg24.de. They work with a partner to identify the purpose, target audience, and point of view and then participate in a class discussion about the article.
2. The syllabus indicates that students complete a current events activity each quarter. They read, view, or listen to authentic articles about current events in German-speaking communities and they identify the intended purpose and audience of the sources and identify viewpoints.
3. The syllabus includes an activity in which students identify the distinguishing features of German advertisements, including such features as organization, intended audience, and rhetorical structures. The teacher assigns multiple choice questions from the personal progress checks and/or the AP Question Bank so students and teacher can monitor progress on identifying distinguishing features of texts.

Curricular Requirement 9

The course provides opportunities for students to practice and develop the skills in Skill Category 4: Make meanings from words and expressions, as outlined in the AP Course and Exam Description (CED. (Interpretive Mode)

Required Evidence

- The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 4 using an authentic source. The specific source(s) must be identified in the activity.

Note: Authentic materials used from a textbook must be identified; simply providing the title of a course textbook is not sufficient.

Clarifying Terms

Meanings: determine the meaning of familiar and unfamiliar words and expressions

Interpretive Mode: making meaning of written, print, visual, audiovisual, and audio texts. By the end of the course, students are expected to perform at the Intermediate to Advanced-Low range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. The syllabus describes activities in which students encounter an authentic print and/or audio (visual) source and work with unfamiliar vocabulary, e.g., by identifying key terms important for understanding the text and determining their meaning.
2. In Unit 6, “Environmental, Political, and Societal Changes,” students read the *Spiegel* news article “*Obdachlosigkeit in Deutschland: Wir haben ein Riesenproblem.*” Students work to determine the meaning of unfamiliar words through an activity focused on compound words related to “*wohnen*,” e.g., “*Wohnungsnot*,” “*Wohnheim*,” “*Wohnungslose*.” They then use these words to create statements about the problem of homelessness highlighted by the article.
3. The syllabus includes an activity in which students read an authentic letter. As part of the activity, students identify formal register and its use as well as transitional expressions and cohesive devices.

Curricular Requirement 10

The course provides opportunities for students to practice and develop the skills in Skill Category 5: Communicate interpersonally by speaking with others, as outlined in the AP Course and Exam Description (CED). (Interpersonal Mode)

Required Evidence

- The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 5.

Clarifying Terms

Spoken Interpersonal Communication: direct (face-to-face or synchronous) oral communication between individuals who exchange information and negotiate meaning. By the end of the course, students are expected to perform at the Intermediate to Advanced-Low range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. In the unit, “Factors that Impact the Quality of Life,” students participate in a speed dating activity in which they interview other students about the question “*Mit einem Wort: Was bedeutet Lebensqualität fuer dich?*” This is followed by individual reflection on the results they have heard and a class discussion to discover the most common responses.
2. The syllabus includes frequent opportunities for students to interact orally with other students and the teacher, e.g., by discussing a text in groups, pairs, and with the entire class.
3. The class will engage in regular debates on topics which address overlapping themes such as whether technology has had a positive effect on the improvement of community and family interactions or whether television and video games have led to a lack of imagination in today’s youth.

Curricular Requirement 11

The course provides opportunities for students to practice and develop the skills in Skill Category 6: Communicate interpersonally by writing to others, as outlined in the AP Course and Exam Description (CED). (Interpersonal Mode)

Required Evidence

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

Clarifying Terms

Written Interpersonal Mode: direct written communication between individuals who exchange information and negotiate meaning. By the end of the course, students are expected to perform at the Intermediate to Advanced-Low range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. The syllabus includes activities in which students regularly exchange information in formats such as email, threaded discussions, texting, letter writing, and interactive blogs.
2. Students participate in a class blog on selected topics related to the course themes. Students are required to post their individual responses to a question posed by the instructor and then respond to at least three other students' entries asking for clarifications and suggesting further ideas.
3. In a module on fairy tales, students read *Schneewittchen* and complete an activity in which they pretend they are Snow White and write an informal letter to her father explaining what happened in the forest and asking for his advice and support.

Curricular Requirement 12

The course provides opportunities for students to practice and develop the skills in Skill Category 7: Communicate through spoken presentations, as outlined in the AP Course and Exam Description (CED). (Presentational Mode)

Required Evidence

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

Clarifying Terms

Spoken Presentational Communication: oral communications to an audience. By the end of the course, students are expected to perform at the Intermediate to Advanced-Low range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. At the end of Unit 2, “The Influence of Language and Culture on Identity,” students have 4 minutes to prepare a 2-minute oral presentation on the following topic from a previously released AP Exam: *Welche Rolle spielt öffentlicher Verkehr in einer deutschsprachigen Region, die Sie kennen, im Vergleich zur Rolle, die sie in Ihrem eigenen oder einem anderen sozialen Umfeld spielt? Vergleichen Sie Perspektiven, wo Sie wohnen, mit Perspektiven in deutschsprachigen Regionen.*
2. The syllabus includes activities where students conduct research, evaluate sources, organize information, and practice effective public speaking techniques (e.g., eye contact, gestures, emphasis, voice fluctuation) in preparation for oral presentations.
3. The syllabus describes at least one activity or assignment in which students prepare and present a skit, a roleplay, a scene from a play, or a dramatization of an authentic text.

Curricular Requirement 13

The course provides opportunities for students to practice and develop the skills in Skill Category 8: Communicate through written presentations, as outlined in the AP Course and Exam Description (CED). (Presentational Mode)

Required Evidence

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

Clarifying Terms

Written Presentational Communication: written communications to an audience. By the end of the course, students are expected to perform at the Intermediate to Advanced-Low range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. A unit on fairy tales includes an activity in which students write their own version of a fairy tale. It can be either an original fairy tale or a modern twist on a traditional fairy tale.
2. Students prepare a variety of written presentations such as announcements of events, advertisements of products, and promotional materials.
3. The syllabus states that students write formal argumentative essays that synthesize authentic audio, visual, and written sources, such as documentaries, news reports, interviews, infographics, tables, graphics, and newspaper and magazine articles. Students produce drafts and engage in peer editing prior to receiving teacher feedback on their essays. Students can revise further based on teacher feedback.

Curricular Requirement 14

The course prepares students to use the target language in real-life situations.

Required Evidence

- The syllabus demonstrates that students use the target language in the classroom or beyond to prepare for real-life situations. Simply stating a list of real-life situations is not sufficient.

Samples of Evidence

1. The syllabus includes information about a virtual partnership between the students and students in a German-speaking high school that provides regular opportunities for real-life language use.
2. Students regularly use German language websites and other resources to remain current about events of importance in the German-speaking world.
3. The syllabus states that students attend (in person or by viewing online) lectures, film nights, performances or other cultural events conducted in German, for which they regularly provide written reviews for the class blog, tweets, and/or brief oral summaries of the events.