

Course Description: AP German

The AP German Language course is designed to develop an advanced level of students proficiency in each of the four language skills: listening, speaking, reading, and writing. Students complete a comprehensive program of vocabulary development, intensive grammar review, reading authentic passages and short stories, listening to authentic audio selections, writing in-class essays given formal and informal prompts and speaking both formally and informally given written or oral prompts. The expectation for such activities is the exclusive use of German in the classroom by both the students and the teacher.

Upon completion of the year-long course students will demonstrate proficiency in the four language skills at a level equivalent to that of a third-year college course in advanced grammar and composition. Through the use of multiple sources of authentic materials, the AP German course is structured to prepare students for the typical topics, activities and format of the College Board AP German exam administered in the spring of each year.

Course Design:

1. Students will be able to interpret the spoken language and respond appropriately.

To improve listening skills, students will:

- interpret a variety of authentic samples of the German language including conversations, lectures, television, radio, film, music, tape and CD/DVD recordings, and the Internet.
- participate in language lab activities.
- make predictions and identify linguistic cues and inferences when listening to narratives, dialogues and incomplete conversations.

2. Students will speak with fluency using proper grammar and syntax, applying a rich and varied vocabulary, and employing appropriate pronunciation and intonation.

To improve speaking skills, students will:

C1 – The teacher uses German almost exclusively in class and encourages students to do likewise

C2 – The course provides students with a learning experience equivalent to that of a third-year college course in German language. Instructional materials, activities, assignments, and assessments are appropriate to this level.

C7 – The course provides frequent opportunities for students to integrate the four language skills through the use of authentic materials.

C3 – Instructional materials include a variety of authentic audio and/or video recordings that develop students' listening abilities.

C5 – The course provides students with regular opportunities to develop their speaking skills in a variety of settings, types of discourse, and topics.

- use interpersonal communication by speaking with classmates, the teacher and others in German.
- use interpretive communication by participating in daily discussions, presenting opinions of authentic materials and topics, playing games, and asking questions.
- follow models set by native speakers and other speech samples to assist in pronunciation of new vocabulary.
- record segments and receive feedback from the teacher based on the AP German grading scale.

C1 – The teacher uses German almost exclusively in class and encourages students to do likewise.

3. Students will analyze a variety of written texts in order to better understand articles, newspapers, magazines, and other literary media.

C4 – Instructional materials include authentic written texts that develop students' reading abilities.

To improve reading skills, students will:

- read a variety of authentic German materials from current publications, websites, scholarly works and other sources.
- employ strategies such as vocabulary building, main idea, and context clue recognition, word analysis, and making inferences.

4. Students will express ideas accurately and fluently in both formal and informal writing.

C6 – The course provides instruction and frequent opportunities to write a variety of compositions in German

To improve writing skills, students will:

- write well-organized, analytical or persuasive in-class essays based on a variety of prompts within a specified timeframe. These essays are graded on the AP scale in order to familiarize students with the grading rubric.
- self or peer-edit written assignments to identify, analyze and correct errors.
- maintain a journal which will be graded holistically to encourage students to write without fear of making errors.
- write letters, emails, poems, dialogues, opinions, reactions, and summaries on a variety of topics.

COURSE SEQUENCE AND ACTIVITIES

1st Quarter (September to November)

- *Kaleidoskop* (Thema 1, Thema 2, Thema 3)
- *Gut Lesen / Besser Schreiben* (Unit 5, Unit 6, Unit 7)
- *Handbuch zur deutschen Grammatik*
- *Teste dein Deutsch* (Stufe 1, Teil A, Tests 1-15)
- *Lies mit mir! 3Advanced Reader* (Kaptiel 7-12)
- *Text-link Online Resources*

2nd Quarter (November to January)

- *Kaleidoskop* (Thema 4, Thema 5, Thema 6)
- *Gute Lesen / Besser Schreiben* (Unit 8-10)
- *Handbuch zur deutschen Grammatik*
- *Teste dein Deutsch* (Stufe 1, Teil B, Tests 1- 15)
- *Mitlesen Mitteilen* (Various)
- *Deutsche Sagen und Legenden* (Various)
- *Text-link Online Resources*

3rd Quarter (January to March)

- *Kaleidoskop* (Thema 7, Thema 8, Thema 9)
- *Gut Lesen / Besser Schreiben* (Unit 11-12)
- *Handbuch zur deutschen Grammatik*
- *Teste dein Deutsch* (Stufe 2, Teil A, Tests 1-15)
- *Mitlesen Mitteilen* (Various)
- *Deutsche Sagen und Legenden* (Various)
- *Text-link Online Resources*

4th Quarter (March to May)

- *Kaleidoskop* (Thema 10)
- *Handbuch zur deutschen Grammatik*
- *Teste dein Deutsch* Stufe 2, Teil B, Tests 1-15)
- *AP Released Exams and similar materials*
- *Text-link Online Resources*

Writing:

Throughout the year students are given many and varied opportunities to write. Most classes begin with a short writing assignment of ten minutes on a specific limited topic. Topics are often selected to parallel themes currently being covered in *Kaleidoskop* or *Gut Lesen, Besser Schreiben* or are structured to require use of grammatical and syntactical themes that are being reviewed. The focus of this activity is to require the students to organize their thoughts on a limited topic quickly and to write a cohesive paragraph employing increasingly more complex structures throughout the year.

In addition to the short daily writing activity described above, students are required to complete a formal essay at the end of each unit of *Gut Lesen, Besser Schreiben*. *Gut Lesen, Besser Schreiben* takes the students through a series of activities teaching them to identify patterns for various writing situations, read for context and structure, expand vocabulary, complete pre-writing activities and finally write a paper employing the new patterns and structures. Using a check off sheet, students edit their own or each others papers prior to turning them in. After they are marked by the teacher, students rewrite their essay to produce a final quality paper. An essay is completed once every third week. A portfolio of their papers is kept along with a summary of the patterns of writing weaknesses that they are working at address. Emphases for each quarter change and are as follows:

1st Quarter Writing Emphasis		Narrative / Recount		
Unit	Outcome	Writing Skill	Grammar/function al focus	Audience
5	Writing a narrative text based on a sequence of pictures	Organizing materials chronologically	Markers of time in a narrative; pluperfect and imperfect tenses	Readers of a local newspaper
6	Writing diary entries for significant events	Ordering events in an account	Use of past, present, and future tenses	Self and peers
7	Writing a biographical account	Selecting information	Passive, imperfect	Peers

2nd Quarter Writing Emphasis		Descriptive / Informative		
Unit	Outcome	Writing Skill	Grammar/functional focus	Audience
8	Writing about a problem and providing a solution	Writing explanations and solutions	Imperative; adjectives, adverbs	Teenage magazine readers
9	Writing a descriptive essay of a geographical region, which may persuade tourists to visit	Organizing text into sections/paragraphs	Present Tense (generic) Attributive vs. predicative adjectives	Peers, teachers
10	Writing an article about a tourist city or area in Germany/ Austria	Using a journalistic style	Passive; adjectival use of comparatives and superlatives	Peers who have not visited the city

3rd Quarter Writing Emphasis		Formal Writing		
Unit	Outcome	Writing Skill	Grammar/functional focus	Audience
11	Writing a job letter of application	Using formal language to write a letter of application	Avoiding the use of the conditional	Employers
12	Writing a newspaper article based upon provided information	Choosing an appropriate style	Using subjunctive and indirect speech	Readers of a serious newspaper

Late 3rd and 4th Quarter Writing Emphasis	150 – 200 Word Essay Practice for AP Exam Structure
During the latter half of March and through April the students are given at least three essay topics from previous AP German exams. Students write the essays under exam conditions: 50 minutes to write approximately 150 – 200 words without the use of additional resources. These are assessed by the teacher using AP rubrics and discussed individually with the students.	

Reading:

Reading is ongoing throughout the course. Cultural/historical topics are covered through the textbook *Kaleidoskop*. These readings include vocabulary building as well as teaching both current and cultural topics relevant to the teaching of German. The exercises in the text are commonly completed either in class or as homework and the reviewed and discussed the next day. Discussions seek to have the students demonstrate increasing understanding of the cultural concepts and when reasonable to take positions and substantiate them. At various times a reading assignment may lead to having the students go on-line to investigate a topic further. In *Thema 4 (Familie)*, for example, there is a section explaining “Kindergeld”, “Mutterschutz”, “Erziehungsurlaub”, and “Erziehungsgeld”. After learning about these laws, the students research the law in the United States and Virginia to compare and contrast differences.

In addition to the cultural topics in *Kaleidoskop*, the text also includes short stories and poems that we read and discuss. There is also a section in *Kaleidoskop* on *Märchen* that we use prior to reading other German fairy tales. Students give a report, each on a different *Märchen*, in which the common traits found in *Märchen* are explained. Paralleling the topics in *Kaleidoskop* is the reader *Aspekte deutsche Gegenwart*. This text has additional readings about similar topics and, as a more recent publication, is more up-to-date.

Two readers are also used in class. In German 4, students read the first half of *Lies mit mir! 3* In AP German we finish the book and then use *Mitlesen Mitteilen* and *Deutsche Sagen und Legenden*. Selections from these readers vary from year to year.

Finally, reading excerpts from previously released AP German exams are used to give students practice in the typical exam level readings and multiple choice format.

1st Quarter	<i>Kaleidoskop</i> (Thema 1, 2, 3) <i>Aspekte deutsche Gegenwart</i> (Schüler über Schulen, Freizeit und Urlaub, <i>Lies mit mir!</i> (Readings 7-12)
2nd Quarter	<i>Kaleidoskop</i> (Thema 4, 5) <i>Aspekte deutsche Gegenwart</i> (Familienleben, Werbung auf der Straße) <i>Deutsche Sagen und Legenden</i> (Various selections) <i>Mitlesen Mitteilen</i> (Various selections)
3rd Quarter	<i>Kaleidoskop</i> (Thema 6, 7) <i>Aspekte deutsche Gegenwart</i> (Die Welt der Arbeit, Einstieg in die Arbeitswelt, Deutsche oder Ausländer) <i>Deutsche Sagen und Legenden</i> (Various Selections) <i>Mitlesen Mitteilen</i> (Various selections)
4th Quarter	Although we continue to use some of the above texts for readings, the final quarter is focused much more on readings and questions that have appeared on previous AP German exams that have been released.

Speaking and Listening:

German is spoken almost exclusively by the teacher and the students. Although this is initially difficult, the students show remarkable improvement as the year progresses. One activity that is used to help students to prepare for the AP German exam is to have them pull a question from a jar and respond to the question. At this point there are more than 120 questions in the jar many of them coming from released AP exams. All of them are of similar style to the kinds of questions used in the AP German exam. As the year progresses, the teacher helps the students to expand their responses from simple sentences to more complex structures and vocabulary. Additionally, there are excellent opportunities for listening and speaking practice using the Videos and discussion exercises with *Kaleidoskop* and the listening exercises with both *Mitlesen Mitteilen* and *Handbuch zur deutschen Grammatik*. These are typically coordinated with the grammar and readings completed throughout the year. As a result, there is a cohesiveness among the four language skills rather than them being taught in isolation of one another.

As the year progresses and attention is directed toward preparing the students for the AP German test format. Picture sequences are used, especially during the third and fourth quarters giving students practice in the timed speaking that they will have on the exam. These come from released exams and *Vater und Sohn*, and other miscellaneous sources. Finally, in the 2007-2008 academic year, the students will be using *Text-link Online Resources* which offers many listening and interactive activities. These include a vast range of audio extracts, language learning exercises and games, and authentic sites from the Internet. These can be used for home or school practice and can be accessed thematically to tie in with units in other texts.

Grammar:

A formal review of all major grammar topics using *German in Review* is completed in German 4. A systematic review is done again in AP German using *Handbuch zur deutschen Grammatik*. In many cases the students have a firm foundation of a topic and the review is completed quickly. Other topics, such as passive voice, subjunctive I and II, and, to some extent relative clauses require more time. Topics are reviewed on the following schedule:

1st Quarter	Chapter 1	Word Order
	Chapter 6	Negation / Imperatives
	Chapter 11	Conjunctions
	Chapter 14	Comparative and Superlative
	Chapter 15	Questions and Interrogatives
	Chapter 19	Da-Compounds / Uses of es
	Chapter 22	Numerals and measurements
	Chapter 23	Seasons, Dates, and Time Expressions
	Chapter 24	Adverbs
2nd Quarter	Chapter 2	Present Tense
	Chapter 3	Present Perfect Tense
	Chapter 7	Simple Past Tense
	Chapter 8	Future Tense / Future Perfect Tense
	Chapter 9	Modal Verbs
	Chapter 18	Infinitives
	Chapter 20	Conditional Subjunctive (Subjunctive II)
	Chapter 27	Indirect Discourse Subjunctive
	Chapter 28	Passive Voice
	Chapter 29	Verb Prefixes
3rd Quarter	Chapter 4	Cases and Declensions
	Chapter 5	Articles and Possessive Adjectives
	Chapter 10	Prepositions
	Chapter 12	Noun Genders, Noun Plurals, Weak Nouns
	Chapter 13	Adjectives
	Chapter 16	Personal, Indefinite and Demonstrative Pronouns
	Chapter 17	Reflexive Pronouns / Selbst and selber / Einander
	Chapter 21	Adjective Nouns / Participial Modifiers
	Chapter 25	Particles
	Chapter 26	Relative Pronouns
	Chapter 30	Prepositions as Verbal Complements

Typically each grammar unit is explained by the teacher and students complete the exercises which are then reviewed in class. If additional work is needed, it will be provided from other grammar sources. In addition, *Teste dein Deutsch* is also used to give the students multiple choice discreet grammar exercises similar to those found on the AP German exam. Students are required not only to complete the exercises in *Teste Dein Deutsch*, but must be able to explain the grammatical/syntactical basis for the correct answer.

Primary Textbooks

Esser, Martina and Ian Maun. *Gut Lesen, Besser Schreiben*. Bedfordshire: Advance Materials, 2005. ISBN 0-9547695-0-3

Hill, John, Alan Jones and Gudrun Lawlor. *Aspekte deutscher Gegenwart: Texte und Übungen (Band 1)*, Bedfordshire: Advance Materials, 2004. ISBN 0-9532440-16

Jones, Alan and Gudrun Lawlor. *Aspekte deutscher Gegenwart: Texte und Übungen (Band 2)*, Bedfordshire: Advance Materials, 2006. ISBN 0-054769-11

Kernecker, Herb and Hyde Flippo. *Deutsche Sagen und Legenden: A Collection of Legends from the German-speaking World*, Lincolnwood: National Textbook Company, 1998. ISBN 0-8442-2075-2

Lies mit mir!: Austen: Holt, Rinehart and Winston, 1998. ISBN 0-03-065639-7

Mitlesen Mitteilen: Literarische Texte zum Lesen, Sprechen, Schreiben, und Hören. 3rd ed. Boston: Thomson Corporation, 2004. ISBN 0-0303-4434-4

Moeller, Jack et al. *Kaleidoskop*. 6th ed. Boston: Houghton Mifflin Company, 2002. ISBN 0-618-10312-0

Teste dein Deutsch! Stufe 1: Ein Testbuch für Anfänger Quelle:, Berlin, West u.a.: Langenscheidt, 1987.

Teste dein Deutsch! Stufe 2: Ein Testbuch für Fortgeschrittene:, Quelle:, Berlin, West u.a.: Langenscheidt, 1987.

Ancillary Materials

Drehe, Michael, et al. *Wechselspiel*. Berlin, München: Langenscheidt, 1994

Drehe, Michael, et al. *Wechselspiel Junior*. Berlin, München: Langenscheidt, 2000.

Dvesicharon, G., et al. *32 Interviews*, Bonn, Inter Nationes

Schumacher, S. *Kurzhörspiele für den Deutschunterricht*. Bonn, Inter Nationes, 1980.

Schumacher, S. *Kurzhörspiele für den Deutschunterricht Folge 2*. Bonn, Inter Nationes, 1980.

Internet

www.advancematerials.co.uk (Text-link Online Resources)

www.juma.de

www.goethe.de

www.fln.vcu.edu/grimm/