

# AP German Course Overview

Content Area: **World Language**  
Course(s): **AP GERMAN**  
Time Period: **Full Year Course**  
Length: **180 Days**  
Status: **Published**

## Cover

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EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

World Languages

AP German

Course Number: 1215

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Course Adoption: 03/26/1998

Curriculum Adoption: 03/26/1998

Date of Last Revision Adoption: 11/02/2017

## **Course Overview**

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The **Level AP German** curriculum is designed to enable learners to meet the Intermediate-Mid/High Level of proficiency as defined by the American Council on the Teaching of Foreign Languages and the New Jersey Student Learning Standards. It is designed to move students along the proficiency continuum from Novice-High to Intermediate-High. The Standard of World Languages, which addresses communication, culture, connections, comparisons and communities, is integrated into instruction. Each thematic unit addresses all modes of communication set forth by the NJ State Student Learning Standards for World Languages. The course also reinforces and contributes to the development of other standards in the areas of Career Readiness, Life Literacies, and Key Skills, Computer Science and Design Thinking, Visual and Performing Arts, Language Arts Literacy, and Social Studies.

The course is designed to prepare students for the AP German Language Examination.

The curriculum contains twelve themes. Six themes will be addressed during each year of instruction. The six themes addressed will be alternated each year. Students in level AP will be expected to develop or meet some of the AP proficiencies in addition to the proficiencies expected of VIH students. Assessment will reflect these expectations.

## **Modifications**

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### **Special education students**

- Additional time
- Modified assignments
- Tutoring assistance and note takers in class
- Individualized learning pace
- Taking a class under a pass/fail condition
- Permission to write dictated questions before composing responses
- Permitting examinations to be read orally, dictated, or typed; alternative test formats

### **English language learners**

- Use of home language on assessment instructions
- Use of relevant vocabulary and/or pictures
- Facilitate the use of student's target language through the use of language translator between teachers and students
- Heavy reliance on visual clues and body language

### **Students at risk of school failure**

- Verbal encouragements
- Reducing the number of questions in a task
- Allow students to use alternative ways of completing a task (in writing, orally, visually)
- Pairing with a gifted or talented student
- Reduce stress factor with one-on-one meetings and making accommodations according to individual needs
- Regular and timely check-ins and correspondence to elicit support from counselor and family

### **Gifted and talented students**

- Differentiated instruction
- Higher level contest
- Use of higher grammatical structures
- Pair with native speakers

### **Students with 504 plans**

- Personalized modifications
- Follow 504 plan guidelines
- Breaks between tasks
- Have contingency plans
- Use de-escalating strategies
- Chart progress and maintain data

## **Materials and Resources**

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### **PRIMARY TEXT:**

Moeller, Jack et.al., Kaleidoskop: Kultur, Literatur und Grammatik. 7<sup>th</sup> edition Boston: Houghton Mifflin, 2007

The College Board, Preparing for the AP German Language Exam: A Thematic Approach. First edition, The College Board, New York 2008.

### **RESOURCE MATERIALS:**

1997 AP German Language Released Exam. New York: The College Board, 1997.

2002 AP German Language Released Exam. New York: The College Board, 2002

Galloway, Vicky, Pathways to Proficiency. New York, Addison Wesley, 1989.

Snyder, Barbara, Strengthening Your Foreign Language Instruction. Washington, BERG, 1997.

Whelpton, Tony and Daphne Jenkins, Picture Composition. London, Longman Group, 1986.

Whelpton, Tony and Daphne Jenkins, Talking About Pictures. London, Longman Group, 1986.

### **ADDITIONAL MATERIALS:**

Teacher-prepared visuals

Videos and other materials available from school and county media centers (*Goodbye, Lenin, Rosenstrasse, The Harmonists*)

Other teacher-prepared materials

Videos from authentic sources (TV, Video Rentals)

Shorewood Fine Art Reproductions, Inc.

**Electronic media** :( CD-ROMs, Internet web sites, etc.) A large selection of web sites can be accessed from the FL-Teach web site. Suggested internet sites include:

<http://www.cortland.edu/www/flteach/welcome.htmlx>

<http://www.aatg.org/>

[www.germany-info.org](http://www.germany-info.org)

<http://www.cloudnet.com/~edrbsass/Germ-Am.htm>

[www.welt.de](http://www.welt.de)

[www.bundesregierung.de](http://www.bundesregierung.de)

[www.bundestkanzler.de](http://www.bundestkanzler.de)

[www.spd.de](http://www.spd.de)

[www.fdp.de](http://www.fdp.de)

[www.cdu.de](http://www.cdu.de)

[www.gruene.de](http://www.gruene.de)

[www.goethe.de](http://www.goethe.de)

[www.spiegel.de](http://www.spiegel.de)

[www.stern.de](http://www.stern.de)

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

[das-erste.de](http://das-erste.de)

[zdf.de](http://zdf.de)

[zzzebra.de](http://zzzebra.de)

[dw-world.de](http://dw-world.de)

[amazon.de](http://amazon.de)

slowgerman.com

Foreign Language Newspapers: <http://www.libraries.mit.edu/guides/types/flnews/>

online Dictionary: dict.tu-chemnitz.de

Mapquest: <http://mapquest.com>

www.de.maps.yahoo.com

www.austria.at

www.schweiz.ch

<http://college.hmco.com> (Kaleidoskop website)

<http://www.apcentral.collegeboard.com>

www.good-bye-lenin.de

www.ddr-alltagskultur.com

www.schulweb.de

<http://gutenberg.spiegel.de>

<http://juma.de>

[www.kindernetz.de](http://www.kindernetz.de)

[www.geo.de](http://www.geo.de)

<http://n-tv.de>

Songs: [mtv.de](http://mtv.de), music and other videos converted from [youtube.com](http://youtube.com)

### **ADDITIONAL MATERIALS:**

Teacher-prepared visuals

Videos and other materials available from school and county media centers.

Other teacher-prepared materials

videos from authentic sources (TV, Video Rentals)

Electronic media (CD-ROMs, Internet web sites, music CDs, etc.) A large selection of web sites can be accessed from the FL-Teach web site.

Realia

Materials provided by the German Consulate

## Content Specific Standards

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### NJSLS World Language

**Intermediate Mid** learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

#### **INTERPRETIVE**

7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.

7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.

7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.

7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.

7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar



structures.

7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

## **INTERPERSONAL**

7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.

7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.

7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences

7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.

## **PRESENTATIONAL**

7.1.IM.PRSENT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.

7.1.IM.PRSENT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.

7.1.IM.PRSENT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about

familiar and some unfamiliar situations.

7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

**Intermediate High** learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

## **INTERPRETIVE**

7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.

7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.

7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.

7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.

7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal

contexts.

7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).

7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.

7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

## **INTERPERSONAL**

7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.

7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)

7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.

7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

## **PRESENTATIONAL**

7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.

7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.

7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.

7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.

7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

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## **Interdisciplinary Standards**

### [NJSLS SOCIAL STUDIES](#)

6.1.12.History CC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

6.1.12.EconNE.16.a: Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.

6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture

6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

## 6.2 World History: Global Studies by the End of Grade 12

6.2.12.GeoPP.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.GeoGE.1.c: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization

6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world

6.2.12.GeoSP.4.b: Determine how geography impacted military strategies and major turning points during World War II.

6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.

## 6.3 Active Citizenship in the 21st Century by the End of Grade 12

6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

### [NJSLS Visual and Performing Arts](#)

1.4.12prof.Cr2b: Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.

1.4.12acc.Cr2a: Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work.

1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.

1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.

1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society

## **Career Readiness, Life Literacies, and Key Skills**

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### [NJSLS Career Readiness, Life Literacies, and Key Skills](#)

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market

## **Computer Science and Design Thinking**

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### [NJSLs Computer Science and Design Thinking](#)

8.1.12.CS.2: Model interactions between application software, system software, and hardware.

8.1.12.CS.3: Compare the functions of application software, system software, and hardware.

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by

human needs and wants in the development of a technological product and present the competing viewpoints.

## **Pacing Guide**

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### **First year:**

1. MP 1: Personal Plans (bridge unit)
2. MP 1: Discovering German literature I: Bertolt Brecht's poetry and prose
3. MP 1: Story-Telling: *Vater und Sohn*
4. MP 2: *Goodbye, Lenin*: East and West Germany after reunification
5. MP 2 and 3: Reflections on society in German media: current topics
6. MP 4: Germany in the 20<sup>th</sup> Century: The Weimar Republic and World War II in film

### **Second year:**

1. MP 1: Challenges of modern society: Protecting the environment (bridge unit)
2. MP 1: The political landscape in Germans-speaking countries: political parties
3. MP 2: German cultural history: a brief overview 15<sup>th</sup>-20<sup>th</sup> century
4. MP 3: Discovering German Literature II: Peter Bichsel
5. MP 3: Reflections on society in German media: current topics
6. MP 4: Germany after 1945: *Das Wunder von Bern*

## **Formative and Summative Assessment**

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### **FORMATIVE ASSESSMENTS**

Marzano Scale  
Thumbs Up, Thumbs Down  
Mini whiteboards



Google Voice Calls  
Ticket out the Door/Exit Tickets  
Digital Exit Checks (Poll Everywhere, Socrative, Google Forms)  
Four Corners  
Sequence Cards  
Snowball Fight  
Window Panes  
Planned speaking assessments  
Postcard  
List Three Things  
Venn Diagram  
Hand In, Pass Out  
Write It Down  
Think Pair Share  
Think Write Pair Share  
Doodle It  
Two Roses and a Thorn  
Twitter Voting  
Backchannel/Todaysmeet  
Digital Cork Board: Padlet  
Jigsaw Groups  
Answer the Essential Question (Verbally or Written)  
Make Predictions  
Self-Assessment  
Web/Concept Map  
ePortfolio Check  
Journal Entry  
Inside-Outside Circle  
One Sentence Summary  
Sentence Frames  
Talk a Mile a Minute  
Tic-Tac-Toe/Think-Tac-Toe  
3-2-1: 3 things you found out, 2 interesting things, 1 question you still have  
Numbered Heads Together  
Gallery Walk  
Just Like Me (Stand up if you....)  
Stand up, Hand up, Pair up

## **SUMMATIVE ASSESSMENTS**

Each marking period has one summative assessment. Each summative assessment includes all three modes of communication that measure the students linguistic and cultural proficiency according to the NJSLs.

Interpretive Task  
Interpersonal Task  
Presentational Writing/Speaking Task

## **BENCHMARK ASSESSMENTS**

### Midterm and Final Exams

These benchmark assessments provide students' linguistic and cultural proficiency level in each of the three modes of communication.

### ePortfolios

Students upload evidence of linguistic and cultural proficiency, use Can Do Statements to identify proficiency in each of the modes of communication, and set goals about moving to increased proficiency.

## **ALTERNATIVE ASSESSMENTS**

Multiple choice questions

True/False questions during Interpretive tasks instead of exact fact recall

Main idea identification for Interpretive reading/listening task

Essay writing instead of interpersonal oral tasks

Narrations for comprehension check

Oral dictations

Recorded Presentational tasks that can be done from home/after school then viewed at a later date

## **Grading Procedures and Evaluation**

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### **GRADING GUIDELINES**

In accordance with Board policy, grades are assigned each quarter. A final grade is determined and transcribed for courses at grades 6 – 12. In terms of proficiency the East Brunswick grades are as follows:

<b>A</b>	<b>Excellent</b>	<b>Advanced Proficient</b>
<b>B</b>	<b>Good</b>	<b>Above Average Proficient</b>
<b>C</b>	<b>Fair</b>	<b>Proficient</b>
<b>D</b>	<b>Poor</b>	<b>Minimally Proficient</b>
<b>F</b>	<b>Failing</b>	<b>Partially Proficient</b>

Grades will be determined by a variety of assessment strategies. In addition to interpretive, interpersonal and presentational performance assessments, students will be evaluated on cooperative group participation, note-taking, open-ended question responses, interpersonal conversations, ePortfolios and/or supplemental projects.

### **Grading Weights for Quarter Grades**

10% Homework

10% Classwork/Participation

30% Presentational and interpersonal speaking

50% Interpretive and presentational writing

Final grades are weighted as follows:

Each quarter is 20% of the final grade. The midterm is 10% of the final grade, and the final exam is 10 % of the final grade.

Midterm exam grades are averaged into the second marking period and final exam grades are averaged into the fourth marking period. The final grade for the course is the average of the four marking period grades.

### **COURSE EVALUATION**

Course achievement will be evaluated annually. In this course the goal is that a minimum of 95% of the pupils will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students on unit assessments and final course grades and for final course grades the achievement of sub-groups identified by the state to determine if modifications in the curriculum and instructional methods are needed.

### **Other Information**

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## **World Language**

### **AP German**

#### **Course No. 1215**

#### **SCED**

06212 AP German

German AP courses extend students' facility with the language so that they are able to understand, initiate, and sustain general conversations on topics beyond basic survival needs. Reading and writing tasks will usually include all normal verb tenses (present, past, and future).

Course #	School #’s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
1215	050	AP	11-12	5.00	210	Elective	03/26/98

## **PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS**

#### **NJ Student Learning Standards**

Career Readiness, Life Literacies and Key Skills  
Comprehensive Health and Physical Education  
Language Arts Literacy

#### **NJ Student Learning Standards**

SMathematics  
  
Science  
  
SSocial Studies

#### **NJ Student Learning Standards**

Computer Science and Design      S  
Thinking  
Visual and Performing Arts      S  
  
SWorld Languages      P

