



SPRING GROVE AREA SCHOOL DISTRICT

PLANNED COURSE OVERVIEW



Course Title: Advanced Placement German Language and Culture Grade Level(s): 11-12 Units of Credit: 1 Classification: Elective	Length of Course: 30 cycles Periods Per Cycle: 6 Length of Period: 43 minutes Total Instructional Time: 129 hours
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Course Description

Advanced Placement (AP) German Language and Culture is an advanced course taught entirely in the target language of German. The class is comprised of six thematic units organized around essential questions and authentic materials. It requires students to improve their language skills in all modes of communication. The course focuses on using authentic resources including online/traditional print (literature, essays, and magazine/newspaper articles), audio and visual resources in order to provide a diverse learning experience. The students will communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication.

Instructional Strategies, Learning Practices, Activities, and Experiences

Listen to a Variety of Authentic Materials Read a Variety of Authentic Materials	Discuss and Debate the Content of a Variety of Authentic Materials	Ask Questions and Formulate Individual Opinions and Ideas
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Assessments

Interpersonal Writing: E-mail Replies Presentation Writing: Persuasive Essays	Interpersonal Speaking: Recorded Conversations	Presentation Speaking: Cultural Comparisons
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Materials/Resources

Primary Resource: *Denk Mal, Deutsch ohne Grenzen*, Vista Higher Learning 2016 and Online Supersite

Adopted: 5/19/14

Revised: 5/21/18

Families and Communities	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Citizenship</p> <ul style="list-style-type: none"> Compare the path to citizenship in Germany and the United States. Contrast the role of patriotism in citizenship in Germany and the United States. <p>Community Service</p> <ul style="list-style-type: none"> Describe the importance of community service in maintaining healthy communities. Argue the validity of the “Bundeswehrpflicht” (requirement for German males to work in the armed forces or complete community service at the age of 18). <p>Diversity</p> <ul style="list-style-type: none"> Evaluate the effect of age, racial and ethnic, and economic diversity within a family, a community, and the world community. <p>Family Structure</p> <ul style="list-style-type: none"> Analyze a variety of family structures to establish and support their views on what constitutes a family and the roles parents and children should fulfill. 	<p>COMMUNICATION</p> <p>1.1 ~ Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 ~ Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 ~ Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>CULTURES</p> <p>2.1 ~ Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 ~ Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>CONNECTION</p> <p>3.1 ~ Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>3.2 ~ Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>COMPARISONS</p> <p>4.1 ~ Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>4.2 ~ Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>COMMUNITIES</p> <p>5.1 ~ School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>5.2 ~ Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>

Families and Communities (Continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Relationships</p> <ul style="list-style-type: none">• Describe the ideal significant other.• Defend their views on gender roles in the family and the community in the 21st century. <p>Urban, Suburban, and Rural Life</p> <ul style="list-style-type: none">• Compare life in cities and in towns in Germany and the United States.	

Personal and Public Identities	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Alienation and Integration</p> <ul style="list-style-type: none"> Analyze the effects of war and family issues that can cause separation. <p>Gender Identity</p> <ul style="list-style-type: none"> Evaluate the role of males and females in dating. Compare the reactions of an older man and an older woman to a child's comedy act in "Das Fenster Theater." <p>Generational Issues</p> <ul style="list-style-type: none"> Analyze identity development from childhood years to older years and conclude if crossover is appropriate. For example "Is it okay for older people to act like teenagers?" like the older woman in "Die unwuerdige Greisin." <p>National Identity</p> <ul style="list-style-type: none"> Contrast how the Americans and the Germans display their national identity. Assess the American culture based on the standards presented in the text "Wenn Menschen Haifische waeren." 	<p>COMMUNICATION</p> <p>1.4 ~ Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.5 ~ Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.6 ~ Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>CULTURES</p> <p>2.1 ~ Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 ~ Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>CONNECTIONS</p> <p>3.1 ~ Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>3.2 ~ Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>COMPARISONS</p> <p>4.3 ~ Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>4.4 ~ Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>COMMUNITIES</p> <p>5.1 ~ School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>5.2 ~ Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>

Personal and Public Identities (Continued)	
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<p>Self-Image</p> <ul style="list-style-type: none">Evaluate the importance of self-image and the perception that “everyone should get a trophy.” <p>Stereotypes</p> <ul style="list-style-type: none">Compare and contrast stereotypes about German and American culture based on the lyrics for an excerpt from the “Deutschlandlied” performed by die Prinzen.	

Beauty and Aesthetics	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Architecture/Visual Arts</p> <ul style="list-style-type: none"> Describe how at least one piece of architecture and one visual art can be a reflection of and a challenge to cultural perspectives. <p>Cultural Perspectives</p> <ul style="list-style-type: none"> Evaluate elements of beauty from a variety of cultures and develop their own description of beauty. Compare the opportunities for teenagers to participate in and experience the arts in Bensberg, Germany, and in Spring Grove, Pennsylvania. <p>Fashion and Design</p> <ul style="list-style-type: none"> Compare fashion and design trends in the United States and Germany over several decades and by whom and by what they were influenced. <p>Language and Literature</p> <ul style="list-style-type: none"> Analyze several stories in German and explain: <ul style="list-style-type: none"> How the ideals of beauty and aesthetics influence the daily life of the characters How literature challenges and reflects cultural perspectives 	<p>COMMUNICATION</p> <p>1.7 ~ Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.8 ~ Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.9 ~ Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>CULTURES</p> <p>2.1 ~ Relating Cultural Practices to Perspectives : Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 ~ Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>CONNECTIONS</p> <p>3.1 ~ Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>3.2 ~ Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>COMPARISONS</p> <p>4.5 ~ Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>4.6 ~ Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>COMMUNITIES</p> <p>5.1 ~ School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>5.2 ~ Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>

Beauty and Aesthetics (Continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Performing Arts <ul style="list-style-type: none">Defend how the arts challenge and reflect cultural perspectives in "Faust."	

Contemporary Life	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Current Events</p> <ul style="list-style-type: none"> Compare the news stories that are important in the United States and Germany, the extent to which teenagers stay up to date, and which media sources they use. Evaluate the perspectives of several media outlets. <p>Education and Career</p> <ul style="list-style-type: none"> Compare the education systems in Germany and the United States. Identify the challenges of the educational system and design the “ideal educational system” for K-12 learners using the best of both systems. <p>Entertainment, Travel, and Leisure</p> <ul style="list-style-type: none"> Compare the types of vacations, the types of transportation and accommodations that are available in the German and the American cultures, and the perspectives of the travelers. <p>Health and Well-Being</p> <ul style="list-style-type: none"> Defend who is responsible for obesity epidemic in the United States and why it is not affecting Germany at the same level. 	<p>COMMUNICATION</p> <p>1.10 ~ Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.11 ~ Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.12 ~ Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>CULTURES</p> <p>2.1 ~ Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 ~ Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>CONNECTIONS</p> <p>3.1 ~ Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>3.2 ~ Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>COMPARISONS</p> <p>4.7 ~ Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>4.8 ~ Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>COMMUNITIES</p> <p>5.1 ~ School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>5.2 ~ Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>

Contemporary Life (Continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Social Customs and Values</p> <ul style="list-style-type: none">• Debate whether abortion should be legalized.• Argue the importance or non-importance of vaccines in children. <p>Youth Culture</p> <ul style="list-style-type: none">• Describe the free time activities of German and American students in particular those pertaining to art and sports.• Compare the role of the arts and sports for the individual and for the community in Germany and the United States.	

Science and Technology	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Transportation</p> <ul style="list-style-type: none"> Compare transportation in Germany and in the United States and evaluate its effect on the youth culture in terms of free time activities, responsibilities, and health/fitness. <p>Ethical Considerations</p> <ul style="list-style-type: none"> Explain what has driven stem cell research. Describe how stem cell research can positively or negatively affect our lives, and evaluate the role of ethics in the continuation and advancement of stem cell research. <p>Inventions as Catalysts of Change</p> <ul style="list-style-type: none"> Describe a recent invention, including the factors that have driven the innovation and discovery of the invention. Justify the necessity of the invention and how it can positively affect our lives. <p>Personal Technologies/ Social Impacts</p> <ul style="list-style-type: none"> Evaluate the cultural norms of technology usage in the United States and develop and defend their own rules for technology etiquette. <p>Healthcare and Medicine</p> <ul style="list-style-type: none"> Evaluate the effect of technology and transportation on childhood obesity and defend who is responsible for the epidemic. 	<p>COMMUNICATION</p> <p>1.13 ~ Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.14 ~ Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.15 ~ Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>CULTURES</p> <p>2.1 ~ Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 ~ Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>CONNECTIONS</p> <p>3.1 ~ Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>3.2 ~ Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>COMPARISONS</p> <p>4.9 ~ Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>4.10 ~ Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>COMMUNITIES</p> <p>5.1 ~ School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>5.2 ~ Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>

Global Challenges	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Communication</p> <ul style="list-style-type: none"> Evaluate the sources of communication that the youth in Germany and the United States access to learn about current events and compare the level of political engagement of teenagers in both cultures. <p>Political Issues/Economic Issues/Geography</p> <ul style="list-style-type: none"> Assess the global impact of political and economic issues described in national and international current events. <p>Economic Issues</p> <ul style="list-style-type: none"> Argue whether it is better for a college student to stay at home or to move out for their post-high school education. <p>Environmental Issues</p> <ul style="list-style-type: none"> Compare efforts in Germany to protect the environment with the efforts in the United States in everyday life, in travel, and in cultural pastimes. <p>Philosophical Thought/Religion</p> <ul style="list-style-type: none"> Evaluate the effect of technology and transportation on childhood obesity and defend who is responsible for the epidemic. 	<p>COMMUNICATION</p> <p>1.16 ~ Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.17 ~ Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.18 ~ Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>CULTURES</p> <p>2.1 ~ Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 ~ Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>CONNECTIONS</p> <p>3.1 ~ Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>3.2 ~ Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>COMPARISONS</p> <p>4.11 ~ Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>4.12 ~ Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>COMMUNITIES</p> <p>5.1 ~ School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>5.2 ~ Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>