

Deutsch III/Pre- AP III/AP IB

Frau Alvis

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Course objectives:

This course is based on the six thematic units the AP exam is based on and all students will advance their oral and written German language skills. Through these thematic units students will acquire a wide range of new vocabulary. Students will be exposed to a wide variety of authentic reading materials, classic as well as current, as well as various audio and video sources. When novels are read, they may not always be read in their entirety, but portions of them may be read and then combined with current events to encourage students to synthesize information from a variety of sources to not only form an opinion, but to learn how to state it in written and oral form. All students will benefit from the thematic units in this course, while Pre -AP and AP students will be specifically trained and prepared to succeed on the AP German exam.

Language in the classroom:

German will be used during ~90 % of the classroom time and lectures. Difficult grammar concepts or cultural topics may be explained in English. Students will use German as a means of communication in the classroom.

Tutoring: Monday - Friday 4:00 - 4:30

Please refer to the district's late policy!

Do not hesitate to talk to me, should extenuating circumstances occur or to make different arrangements to complete or turn in work!

Materials:

- 1. German textbooks**
- 2. Notebook (or paper and section in binder)**
- 3. Pen**
- 4. Number 2 pencil**
- 5. Journal**
- 6. German-English dictionary (print or electronic version) is recommended**

Contact me with any questions or concerns per remind or e-mail

Unit/Einheit #1: Familie und Gemeinschaft (Families and Communities)

Ich muss für meinen Sohn nachsitzen by Michael Kneissler Kaleidoskop by Moeller Berger Wieden

Was denkt die Jugend Deutsch Aktuell

Family life in Germany: YouTube

emcompassport: Leben in einer deutschen Familie

Unit/Einheit #2: Persönliche und Öffentliche Identität (Personal and Public Identity)

Emil und die Detektive by Erich Kästner

Unit/Einheit #3: Schönheit und Ästhetik (Beauty and Aesthetics)

Comedienne Harmonists

Unit/Einheit #4: Globalisierung (Global Challenges)

die Wolke by Gudrun Pausewang und Jens Schmidt

Unit/Einheit #5: Naturwissenschaft und Technologie (Science and Technology)

Blueprint blaupause by Charlotte Kerner

Unit/Einheit #6: Alltag (Contemporary Life)

Mord im Grand Hotel by Stefan Czarnecki

Resource for grammar: Handbuch zur deutschen Grammatik, Fourth Edition.
New York: Houghton Mifflin Company 2004.

Einheit 1: Familie und Gesellschaft (Aug 24rd -Sept 25th)

Learning Objectives:

1. Students will be able to talk about the family and relationships within the family.
2. Students will be able to compare and contrast cultural differences.
3. Students will be able to express and discuss social priorities based on research.

Structural Foundations/Grammar:

1. Infinitive phrases
2. Prepositions
3. Conjunctions

Interpersonal Spoken	Interpersonal Written	Interpretive Spoken	Interpretive Written	Presentational Spoken	Presentational Written
Interview other students about their immediate and extended families	After reading Ich muss fur meinen Sohn nachsitzen, students will write a letter to an advice columnist in the newspaper: "Liebe Helga" asking for advice about a family/school problem from the students point of view.	Students will watch German videos or TV shows and compare and contrast German family life to their own in the United States or to the country of their origin.	Students will read current information on family life in Germany. Working in groups of 4-5, they will prepare panel discussions with a moderator or different types of families	Students express their social priorities and say what is important/not important to them. They talk about who their role models are and why.	Research on the internet in what type of voluntary activities German teenagers are interested. Then chose one and explain why you chose this one.

Goals:

1. The student engages in a variety of discussion.
2. The student elicits information and clarifies meaning by using a variety of strategies.

3. The student writes informal correspondence in a variety of media using appropriate formats and conventions.
4. The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions.
5. The student demonstrates comprehension of content from authentic audio-visual resources.
6. The student examines, compares, and reflects on products, practices, and/or perspectives of the target culture.
7. The students demonstrate comprehension of content from authentic written and print resources.
8. The student demonstrates critical reading of written and print resources in the target cultural context.
9. The student retells or summarizes information in narrative form, demonstrating a consideration of audience.
10. The student produces a creative oral presentation.
11. The student retells or summarizes information in narrative form, demonstrating a consideration of audience.
12. The student self-edits written work for content, organization, and grammar..

Einheit 2: Persönliche und Öffentliche Identität

(Sept 28th – Oct 30th)

Objectives:

1. Students will be able to talk about things that affect their personalities.
2. Students will be able to talk about how the community judges an individual's actions.
3. Students will be able to predict how their actions affect others.

Structural Foundations/Grammar:

1. Relative Pronouns
2. Adjectival Endings
3. Future/ Future Perfect

Interpersonal Spoken	Interpersonal Written	Interpretive Spoken	Interpretive Written	Presentational Spoken	Presentational Written
By interviewing and discussing with fellow students, decide what the worst thing is which you have done. Discuss why you feel it is bad. If a student doesn't feel as if they have done something bad to mention, have them talk about another person and his/her misdeeds.	Write a formal letter of apology to a teacher for something you have regretted doing in class. If you have not done anything worthy of an apology, write as if you were that student in one of your classes who is always in trouble.	Students watch the video of Emil or n after reading the same portions of the books. Students discuss whether the portrayal of the characters is true to the book or not.	After reading about Emil, and the boy in the story Reusenheben students will produce a podcast as if they were a talk show host who is commenting on young people today and the trouble they get into.	Students will prepare and give a speech for the city council advocating new rules or a changing of rules dealing with curfews in your town. Students must keep in mind the problems which might have occurred because of young people and their ability to stay out late.	Students will pretend they are a judge and are writing an official statement about the conduct of either Emil, or the boy in Reusenheben. They must talk about not only the deeds, but the consequences of the actions of the young people.

Goals:

Student engages in the oral exchange of information, opinions and ideas in a variety of time frames in informal situations.

student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions.

Student demonstrates an understanding of features of target culture communities.

Student writes formal correspondence in a variety of media using appropriate formats and conventions.

Student states and supports opinions in written interactions.
Student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.
student understands the purpose of a message and point of view of its author.

Student examines, compares, and reflects on products, practices, and/or perspectives of the target culture.

student demonstrates comprehension of content from authentic written and print resources.

Student demonstrates critical reading of written and print resources in the target cultural context.

Student evaluates similarities and differences in the perspectives of the target culture(s) and his/her own culture(s) as found in written and print resources.

student retells or summarizes information in narrative form, demonstrating a consideration of audience.

student creates and gives persuasive speeches.

student expounds on familiar topics and those requiring research.

student produces expository writing including researched reports.

student self-edits written work for content, organization, and grammar.

Einheit 3: Schönheit und Ästhetik

(Nov 2 - Dec 17th)

Objectives:

1. Students will be able to talk about music and its importance in the past and present.
2. Students will be able to talk about how music has influenced them.
3. Students will be able to predict the role of music in the future.

Structural Foundations/Grammar:

1. Comparison of adjectives and adverbs
2. Modal auxiliaries
3. Da and wo compounds

Interpersonal Spoken	Interpersonal Written	Interpretive Spoken	Interpretive Written	Presentational Spoken	Presentational Written
Students will conduct a survey of other German students on what type of music they listen to, how often they listen, why they listen and what is more important: the lyrics or the music.	Students will write a letter to either the Wise Guys, or the Comedienne Harmonists asking for clarification of something in their songs. Students must be specific in their questions.	Students will listen to music by the Wise Guys and the Comedienne Harmonists and predict why they chose that issue to sing about and what, if any, the effects of the song were.	Students will read about the Wise Guys and /or the Comedienne Harmonists and identify things in their lives which influenced their music.	Students will write and perform a music video in the style of the Wise Guys or the Comedienne Harmonists	Students will write a song or rap which deals with social criticism either in the United States or in Germany.

Goals:

1. The student engages in the oral exchange of information, opinions and ideas in a variety of time frames in informal situations.
2. The student states and supports opinions in oral interactions.
3. The student demonstrates an understanding of features of target culture communities (e.g. geographic, historical, artistic, social and/or political).
4. The student engages in the written exchange of information, opinions and ideas in a variety of time frames in formal situations.
5. The student writes formal correspondence in a variety of media using appropriate formats and conventions.
6. The student demonstrates knowledge and understanding of content across disciplines.
7. The student demonstrates comprehension of content from authentic audio resources.
8. The student understands the purpose of a message and point of view of its author.
9. The student demonstrates critical viewing/listening of audio, visual and audio-visual resources in the target cultural context.
10. The student demonstrates knowledge and understanding of content across disciplines.
11. The student demonstrates comprehension of content from authentic written and print resources.

12. The student demonstrates critical reading of written and print resources in the target cultural context.

13. The student produces a variety of creative oral presentations-(e.g. original story, personal narrative, speech, performance).

14. The student produces a variety of creative writings (e.g. original story, personal narrative, script).

Einheit 4: Globalisierung (Jan 2nd – Feb 26th)

Objectives:

1. Students will be able to discuss the effects of actions of one country on the world.
2. Students will be able to discuss current events which affect not the just the country in which they occur, but affect the world.
3. Students will be able to talk about what new things might threaten the world balance.

Structural Foundations/Grammar:

1. Passive Voice
2. Prepositions
3. Reflexive pronouns

Interpersonal Spoken	Interpersonal Written	Interpretive Spoken	Interpretive Written	Presentational Spoken	Presentational Written
Debate the pros and cons of nuclear energy	Pretend you are blogging with people who have lived through the reactor accident detailed in the book <u>die Wolke</u> .	Students will listen to eye-witness accounts of people who have lived through either natural or man-made catastrophies. After hearing the accounts, they will identify three important traits which	Students will read accounts of predictions of future accidents and predict what the effects of one of those accidents would be.	Students deliver a persuasive speech to members of the international community citing reasons for using or not using nuclear reactors.	Students will write an article for the German edition of an international newspaper comparing the American and German response to the issue.

		the survivors all possess.			
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Goals:

1. The student engages in the oral exchange of information, opinions and ideas in a variety of time frames in formal situations.
2. The student states and supports opinions in oral interactions.
3. The student demonstrates knowledge and understanding of content across disciplines.
4. The student engages in the written exchange of information, opinions and ideas in a variety of time frames in informal situations.
5. The student writes informal correspondence in a variety of media using appropriate formats and conventions.
6. The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.
7. The student demonstrates comprehension of content from authentic audio resources.
8. The student understands the purpose of a message and point of view of its author.
9. The student demonstrates an understanding of features of target culture communities (e.g. geographic, historical, artistic, social and/or political).
10. The student demonstrates comprehension of content from authentic written and print resources.
11. The student examines, compares, and reflects on products, practices, and/or perspectives of the target culture(s).
12. The student creates and gives persuasive speeches
13. The student produces expository writing including researched reports.
14. The student demonstrates an understanding of features of target culture communities (e.g. geographic, historical, artistic, social and/or political).

Einheit 5: Naturwissenschaft und Technologie (Feb 27th – April 15th)

Objectives:

1. Students will be able to discuss and debate the benefits of technological advancements.
2. Students will be able to discuss the psychological and social effects of technology on their daily lives.
3. Students will be able predict the effects of current research on their lives.

Structural Foundations/Grammar:

1. Negation

2. Imperatives
3. Subjunctive I

Interpersonal Spoken	Interpersonal Written	Interpretive Spoken	Interpretive Written	Presentational Spoken	Presentational Written
Students will discuss in small groups what they consider the most significant scientific/ technological achievements in the last few years.	Students will write letters to their congressmen advising action on stem-cell research or personal monitoring systems or a topic of their choice.	Students will listen to news reports on the internet about scientific advances in Germany and try to predict the direction of scientific advances in the future.	Based on opening portions of the book Blueprint blaupause, students will predict what the effect of the cloning of the main character will be.	Students will speak as if they are the cloned Sari from the book blueprint blaupause. They will talk about the challenges of growing up as a clone of your mother (twin?)	Students will write an editorial on the advantages or disadvantages of cloning based on what they have learned from the book

Goals:

1. The student engages in the oral exchange of information, opinions and ideas in a variety of time frames in informal situations.
2. The student states and supports opinions in oral interactions.
3. The student demonstrates knowledge and understanding of content across disciplines.
4. The student engages in the written exchange of information, opinions and ideas in a variety of time frames in formal situations.
5. The student states and supports opinions in written interactions
6. The student demonstrates comprehension of content from authentic audio-visual resources.
7. The student examines, compares, and reflects on products, practices, and/or perspectives of the target culture(s).
8. The student understands the purpose of a message and point of view of its author.
9. The student produces a variety of creative oral presentations-(e.g. original story, personal narrative, speech, performance).
10. The student produces expository writing including researched reports
11. The student uses reference tools, acknowledges sources and cites them appropriately.

Einheit 6: Alltag (April 18th – May 27th)

Objectives:

1. Students will be able to describe educational systems in the United States and in Germany.
2. Students will be able to talk about measurements of success in adult life?
3. Students will be able to fill out a Lebenslauf and interview for a position.

Structural Foundations/Grammar:

1. Pronouns
2. Possessive Adjectives
3. Verbs with compliments

Interpersonal Spoken	Interpersonal Written	Interpretive Spoken	Interpretive Written	Presentational Spoken	Presentational Written
Students will interview each other for acceptance into an elite school or for a job. One student will be the interviewer and the other the applicant.	Students will write a letter requesting admittance to an elite school.	Students will assume the role of a person from the former DDR right after the fall of the wall and express how he or she feels.	Students will read <u>Olli aus Ossiland</u> and then write diary entries that Ossi might have written after the “Mauerfall”. Students focus on how Ossi’s Alltag may have changed.	Students give a presentation advertising their “job” to students. Students describe their daily tasks and routines to persuade others to join their profession.	Students will write an essay on why and how education could be improved in our country.

Goals:

1. The student engages in the oral exchange of information, opinions and ideas in a variety of time frames in informal situations.
2. The student demonstrates an understanding of features of target culture communities (e.g. geographic, historical, artistic, social and/or political).

3. The student engages in the written exchange of information, opinions and ideas in a variety of time frames in formal situations.
4. The student writes formal correspondence in a variety of media using appropriate formats and conventions
5. The student demonstrates comprehension of content from authentic audio-visual resources
6. The student understands the purpose of a message and point of view of its author.
7. The student evaluates similarities and differences in the perspectives of the target culture(s) and his/her own culture(s) as found in written and print resources
8. The student produces a variety of creative oral presentations-(e.g. original story, personal narrative, speech, performance).
9. The student produces persuasive essays.

Resources

Aktuelle Nachrichten - Inland Ausland Wirtschaft Kultur Sport - ARD Tagesschau.

<<http://www.tagesschau.de/>>.

Comedian Harmonists. Dir. Joseph Vilsmaier. Perf. Ben Becker, Heino Ferch, Ulrich

Noethen. DVD. 1997.

"Deutsche Welle Radio News | News | Deutsche Welle." Home | Deutsche Welle.

<<http://www.dw-world.de/dw/article/0,,2610078,00.html>>.

Die Suchmaschine Blinde Kuh. <<http://www.blindekuh.de/>>.

Emil und die Detektive. Dir. Franziska Buch. Perf. Tobias Retzlaff, Kai Wiesinger,

Maria Schrader. DVD. 2001.

"Fokus Amerika | Deutsche Welle." Home | Deutsche Welle. <<http://www.dw->

[world.de/dw/0,,6172,00.html](http://www.dw-world.de/dw/0,,6172,00.html)>.

Google News. <<http://news.google.de/>>.

Kaestner, Erich, and Erich Kastner. Emil Und Die Detektive. New York:

Schoenhofsforeign Books Inc, 2001.

Kerner, Charlotte. Blueprint blaupause. Hamburg: Beltz & Gelberg, 2004.

Kinder-Nachrichten | Homepage. <<http://www.kindernachrichten.de>>.

Pausewang. Die Wolke. New York: Maier (Otto) Verlag GmbH., Germany, 1997.

Posener, Alan. Olli aus Ossiland. Kopenhagen: Aschenhoug/Alinea, 1997

Preparing for the AP German Language Exam: A Thematic Approach. 1st ed. New York: College Board, 2008.

Rankin, Jamie, and Larry D. Wells. Handbuch Zur Deutschen Grammatik. Boston: Houghton Mifflin Company, 2003.

Scholl, Inge. Die Weisse Rose. Kopenhagen: Aschenhoug/Alinea, 1953.

"Slowly spoken news reports | Learning German | Podcasting | Deutsche Welle." Home | Deutsche Welle. <<http://www.dw-world.de/dw/article/0,,1833641,00.html>>.

SWR Kindernetz. <<http://www.kindernetz.de/>>.

SWR Kindernetz. <<http://www.kindernetz.de/>>.

The Wise Guys <<http://www.wiseguys.de/>>

"Top-Thema mit Vokabeln | Learning German | Podcasting | Deutsche Welle." Home | Deutsche Welle. <<http://www.dw-world.de/dw/article/0,,1851245,00.html>>.

Yahoo! Deutschland. <<http://www.yahoo.de>>.

