

ADVANCED PLACEMENT GERMAN

LENGTH OF TIME: 90 minutes every other day full year

GRADE LEVEL: 11, 12

ENDURING UNDERSTANDINGS FOR WORLD LANGUAGES

Students will understand that...

- The purpose of language is communication. (Communication)
- We live in a global community with diverse cultures. (Cultures)
- Proficiency in world languages and understanding of cultures increases opportunities for connections and learning. (Connections)
- World language is the key to accessing the global communities (Communities)

COURSE STANDARDS:

Students will:

1. Utilize a strong command of vocabulary and structure for oral and written communication.
(FL Standards 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 5.1)
(PA Academic Standards 1.3, 1.4, 1.5, 1.6, 1.7, 1.8)
2. Exhibit the ability to understand spoken language in various conversational situations.
(FL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2)
(PA Academic Standards 1.3, 1.4, 1.5, 1.6, 1.7, 1.8)
3. Exhibit the ability to comprehend newspaper and magazine articles contemporary fiction and non-technical writings without the use of a dictionary.
(FL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2)
(PA Academic Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8)
4. Express ideas orally and in writing fluently and accurately.
(FL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2)
(PA Academic Standards 1.4, 1.5, 1.6, 1.7, 1.8)
5. Demonstrate comprehension of and sensitivity for the similarities and differences in cultural patterns.
(FL Standards 2.1, 2.2, 3.2, 4.2, 5.1, 5.2)
(PA Academic Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8)
6. Employ the study and test taking skills necessary for effective language learning.
(FL Standards 3.1, 4.1, 5.1, 5.2)
(PA Academic Standards 1.1, 1, 2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8)
7. Recognize the importance of language learning to career opportunities.
(FL Standards 5.1, 5.2)
(PA Academic Standards 1.1, 1, 2, 1.8)

8. Utilize technology as a resource tool, reinforcement/enrichment tool, and for production of oral and written work.
(FL Standards 3.1, 5.1, 5.2)
(PA Academic Standards 1.8)

RELATED PA ACADEMIC STANDARDS FOR READING, WRITING, SPEAKING AND LISTENING

- 1.1 Learning to Read Independently
- 1.2 Reading Critically in All Content Areas
- 1.3 Reading, Analyzing and Interpreting Literature
- 1.4 Types of Writing
- 1.5 Quality of Writing
- 1.6 Speaking and Listening
- 1.7 Characteristics and Function of the English Language
- 1.8 Research

WORLD LANGUAGE STANDARDS: ACTFL

- Communication 1.1, 1.2, 1.3
Cultures 2.1, 2.2
Connections 3.1, 3.2
Comparisons 4.1, 4.2
Communities 5.1 5.2

PERFORMANCE ASSESSMENTS (Integrated throughout):

The AP German course is intended to be roughly equivalent both in content and in difficulty to an advanced-level college German language course. The examination presupposes extensive language development and balanced skill development. Emphasis is placed on vocabulary development, the comprehension of spoken and written language, the accurate expression of ideas in speaking and writing and the continued development of cultural awareness. The Advanced Placement German Language Examination is not based on specific content but instead attempts to evaluate levels of performance in the use of the language, both in understanding written and spoken German and in writing and speaking with ease in correct and idiomatic language. The examination consists of two sections. Section I, a multiple-choice section, tests listening and reading comprehension. Section II, a free-response section, tests the productive skills of speaking and writing. The portion of the examination devoted to each skill contributes toward the final AP grade as follows: Listening and Reading 50%, percent, Writing (cloze exercise and essay) and Speaking 50 %.

Students will demonstrate achievement of the standards by:

1. Utilizing in the target language a broad range of vocabulary and advanced structures by incorporating them fluently and accurately in extended oral and written communication to narrate, describe, and explain in a variety of time frames/moods in response to oral and written prompts. (Course Standards 1,4,6,8)

2. Constructing a fluent, logical, and culturally appropriate situational response, answering questions, and summarizing salient points to demonstrate understanding of spoken language in various conversational and presentational situations on a variety of topics. (Course Standards 1,2,4,5,6,8)
3. Sustaining face-to-face conversation by participating in discussions, interviews, and situational role-plays. (Course Standards 1,2,4,5,6,8)
4. Identifying main ideas and supporting details on a variety of topics without the use of a dictionary using prior knowledge, deduction, and inference to answer questions, summarize and respond to a variety of genres (newspaper and magazine articles, literary texts, and non-technical writings) and styles of both written and spoken messages. (Course Standards 1, 2, 3, 4, 5, 6, 8)

DESCRIPTION OF COURSE:

The AP German course is designed to be roughly equivalent both in content and in academic rigor to an advanced-level college German language course. All instructional materials, assignments, and assessments are appropriate to this level and are in line with the ACTFL National Foreign Language Standards. This AP course assumes extensive language development and balanced and integrated skill development. Emphasis is placed on vocabulary development, the comprehension of spoken and written language, the accurate expression of ideas in speaking and writing and the continued development of cultural awareness. The class is conducted in German and students and the teacher use German exclusively as well (with the use of English only to clarify meaning with advanced grammatical concepts). Instructional materials include a variety of authentic audio and video sources, written texts such as newspaper and magazine articles, literary texts and other non-technical writings, and varied writing prompts to develop students' listening, reading and writing abilities. The course provides students with regular opportunities to develop their speaking skills in a variety of settings, types of discourse, and topics. The AP German course provides frequent opportunities for students to integrate the four language skills.

Students are required to complete extensive work prior to the start of the course as well as outside of the class during the course. Students are required to complete a packet of pre-course work during the summer prior to the first day of class. This pre-course work includes work in all of the skill areas including vocabulary acquisition, journal and essay writing, readings from internet sources, grammatical structure review work, listening practice as well as directed response and picture description tape recordings. Students are encouraged to expose themselves as much as possible to authentic language including the use of websites, magazines and television and radio broadcasts as well as podcasts.

Upon completion of the course, students are expected to take the AP exam and may earn college credit and or advanced placement based on their score. Students who enroll in AP German are expected to have a minimum grade of B- in previous German courses. Students can expect between five to ten hours of homework, study, and outside practice per week. Serious work ethic and the employment of study skills necessary for effective language learning are major keys to

success. It is critical that each student is prepared daily, commits to actively speaking German inside and outside the classroom, takes risks as a learner, employs circumlocution skills, and accepts and utilizes constructive criticism to improve performance. Students must demonstrate an awareness of and sensitivity for the similarities and differences in cultural and linguistic patterns. They should be able to utilize technology as a resource tool, a reinforcement /enrichment tool, and for production of oral and written work. Students must be able to work independently, as a critical partner providing formative feedback and perform as a contributing member of a cooperative learning group.

In AP German, the objective is to develop and refine the skills that have been acquired in the four previous levels. Emphasis is placed on vocabulary development, the comprehension of spoken and written language, the accurate expression of ideas in speaking, writing and cultural awareness. Functional language proficiency in listening, speaking, reading and writing on an intermediate college level is the course goal.

COURSE GOALS:

Students will need to:

- utilize strong vocabulary and advanced structures for oral and written communication to converse, narrate, describe and explain using connected sentences and paragraphs in a variety of time frames/moods in response to oral and written prompts.
- understand spoken language in various conversational situations.
- comprehend newspaper and magazine articles, literary texts, and non-technical writings without the use of a dictionary.
- demonstrate comprehension of main ideas and supporting details on a variety of topics by using prior knowledge, deduction, inference, by answering questions, summarizing and responding to a variety of genres and styles of both written and spoken messages.
- express ideas orally and in writing fluently and accurately.
- apply understanding of the target culture, grammatical structures and linguistic nuances to enhance understanding and communication.
- use culturally appropriate idioms, vocabulary and speech patterns

TITLE OF UNITS:

1. Kaleidoskop text

A. Themes

- | | |
|--|---------|
| i. Free time | 2 weeks |
| ii. Communication | 3 weeks |
| iii. Germany in the 21 st Century | 2 weeks |
| iv. Family | 2 weeks |
| v. Young and Old | 2 weeks |
| vi. The World of Work | 2 weeks |
| vii. Music | 2 days |
| viii. Multicultural Society | 1 week |
| ix. Stereotypes | 1 week |
| x. Environment | 1 week |

B. Grammar / Structure

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|----------------------------------|--------|
| i. Genitive case and case review | 1 week |
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|---|-----------------------|
| ii. Conjunctions to create complex sentence structures | 1 week |
| iii. Relative clauses | 2 weeks |
| iv. Double infinitives and infinitive clauses | 3 days |
| v. Verbs and associated prepositions | 3 days |
| vi. Indicative and subjunctive verb forms | 2 weeks |
| vii. Passive vs. Active Voice in the six tenses | 2 weeks |
| viii. Refine accuracy of learned structures | throughout the course |
| ix. Indirect discourse – Subjunctive I (recognize before the AP exam and produce after the AP exam) | 1 week |
2. Allerlei zum Besprechen text

A. Sport and Fitness	3 days
B. Travel and vacation destinations	2 days
C. Acquaintanceship, Friendship and Love	4 days
D. Partnership and Family	3 days
E. Celebrations, Festivals and Holidays	2 days
F. Horoscopes, Superstitions and Fairy Tales	3 days
G. School and University	3 days
H. Foreigners	3 days
I. From German History	2 days
 3. AP test preparation throughout the course
 4. Independent/Group Project (post AP test) 2 weeks

SAMPLE INSTRUCTIONAL STRATEGIES:

Age appropriate methodologies and a variety of current instructional strategies are utilized to motivate and enhance student learning and differentiate instruction. Innovative strategies reduce stress to facilitate second language acquisition and student learning. The world language classrooms are active, student-centered communicative classrooms where a variety of best practices and innovative strategies are employed to meet the diverse learning needs and development of students. Best practices include Differentiated Instruction, Enrichment, Communicative Approach, Natural Approach, Total Physical Response, Authentic Assessment, TPR Storytelling, and the utilization of technology as a means and method of learning and instruction. The most important strategy is the integration of listening and reading input to produce oral and written output. Approaches and methods include:

1. Differentiated Instruction (Pre-Assessment)
2. Teacher and student conferences related to individual goal setting appropriate for current levels of performance in each language skill
3. Cooperative learning groups
4. Small group activities
5. Partner interviews, work and feedback via critical friends protocols and focused peer editing
6. Extended listening utilizing audio and video segments
7. Discussions/analysis of readings and audio/visual input (variety of genres written and oral)
8. Comprehension and analysis questions related to written and audio input
9. Guided compositions

10. Summaries (written and oral)
11. Character analysis and descriptors
12. Word webs and graphic organizers
13. Picture descriptions (single pictures, picture sequences, video clips without sound)
14. Directed response cues
15. Contextual structure, vocabulary activities
16. Close exercises
17. Interviews/debates
18. Research producing products/plans/proposals/multimedia presentations
19. Notebooks/journals/portfolios
20. Simulations/role plays
21. Reading for enrichment
22. Technology assisted learning
23. Problem Solving
24. Circumlocution
25. AP test taking skill development / practice

Listening:

All communication in the AP German language course is conducted in German, and students' class participation grades reflect a strong requirement that they use only German in the classroom. Students sign a contract and are graded on their use of German in the classroom. As a result, at the most basic level, listening is practiced daily when the teacher is speaking and when other students are speaking. The students also hear the communication between the German teachers in the building. Occasionally, guest speakers and GAPP exchange students and teachers provide an authentic listening sources (live/in person and via teacher made video and audio tapes and most recently attempts at teleconferencing).

Students are exposed on a daily basis to other forms of recorded material. Audio and video clips from accompanying textbooks (Kaleideoskop and Allerlei zum Besprechen) and resources (Teleskop: Landeskunde im ZDF videos, Deutsche Welle, selections from Komm mit III video and audio resources, AP exam and Level 4 National German exam tapes, and teacher made tapes of reading passages from short stories, magazines, and other German textbooks, and of course current music promotes student interest) provide an excellent range of experience for students and provide a springboard not only for listening abut also for speaking, and writing activities or to compliment a reading activity. No skill is ever practiced in isolation. Additionally, podcasts are proving to be excellent resources as authentic input, especially for video and contemporary music. During each of the four marking periods excerpts from German films are shown and include: Lola rennt, Good bye Lenin, Die Weisse Rose, and Bella Marta to promote listening comprehension. After viewing the film clip, we discuss and describe the events or characters orally or students write a summary or predict what will occur. Students may borrow the film for a film fete at someone's house or view the remainder of the film after school. Additionally, other videos are available for students to borrow or view during a study hall including a complete season of The Simpsons, Shreck, Cheaper by the Dozen, Dr. Doolittle, etc.

The text *Allerlei zum Besprechen* was specifically selected because each text is accompanied by a student tape. The homework assignment for the 1st weekend in every month during 1st semester and the 1st and 3rd weekends during second semester (9 times per course before May) is to listen to a taped segment and answer comprehension questions regarding the listening input. Students play the tape once and record answers to global questions such as: who, what, when why, etc. After a second listening they answer true/false, sequence questions or multiple choice item sets. After a third listening, they complete a cloze exercise to focus on new and relevant vocabulary. When students return to class, they quickly check their answers via an answer key and a red pen so I can quickly assess problem areas (this saves valuable time) and we discuss their specific errors, questions or misunderstandings. A speaking activity then follows, as students either provide a *Zusammenfassung* with a partner, or perform a role play to practice using the newly acquired vocabulary and prove comprehension. Students also read the text with partners and then are stopped and need to replay the scene without using their books.

Reading:

Reading is a daily activity and nightly homework activity with authentic texts and excerpts coming from textbooks (*Kaleidoskop* and *Allerlei zum Besprechen*) and a variety of other sources including but not limited to previous AP exams, newspapers, magazines, the National German Exam, and the Internet. Pre-AP reading strategies support the activation of prior knowledge, cognate/false cognate recognition, context clues, word families, prefix and suffix building, recognition of tone, and the identification of signal words (description, sequence, comparison, cause and effect), main ideas, supporting details, audience and objective. Reading is always accompanied by a follow-up speaking activity in the form of a summary, retelling, alternative story endings, and role plays, as well as a writing activity in the form of comprehension questions, a summary or reaction to the text. No skill is ever practiced in isolation. Focused attention is paid to idioms in reading and students keep a section in their vocabulary notebook of idioms encountered during reading.

When choosing reading selections for the course, a balance among literary works (short stories, poetry, diary entries, fictional, etc.) and non-fictional / cultural and current event and interest texts are used. Rather than read an entire novel, selected readings similar to those included on the AP test are incorporated. Students need to be exposed to a variety of themes to expand their vocabulary and be able to discuss art, music, science and current events in addition to responding to and analyzing a variety of literary genres. To focus on poetry, *Konkrete Poesie (Anspiel)* is used and students create their own concrete poetry. Additionally, students read poems as a class and in small group literature circles from the anthology *Introduction to German Poetry* edited by Mathieu and Stern and choose one to recite and interpret as an assessment.

Speaking:

The class is conducted in German with the exception of some advanced grammatical explanations in English (subjunctive, passive voice). Students are expected to speak German during the class and are evaluated on their willingness to use German in their oral participation grade. Students are accustomed to being assessed on their speaking ability, as they have participated in performance-based assessments via oral proficiency interviews, role

plays, skits, videos and individual and group presentations in all levels of language study prior to AP.

A variety of class activities are used to promote speaking. Due to the average enrollment in class of 8 to 12 students, students have ample opportunities to speak. Every class begins with a speaking activity tied to reading or listening input, the theme of the unit and the readings or their own personal life. Sample activities include: discussion of current events, movies, culture, individual reports on a current event article (required of each student once per marking period), group discussion of current event article read as homework, partner situational role-plays, 20 questions, debates to practice persuasive language and supporting opinions (related to readings or current events) and discussion of listening piece – for example a news video from Deutsche Welle or a contemporary song in German. A video clip in German or an English video clip from a popular TV show (without the sound) is used to spark conversation and narration, a skill needed for the speaking portion of the AP test. Students must speak for two minutes on what they read, saw or heard. Literature circles and group discussion are used to assess comprehension and analysis of readings.

Because we do not have a “language lab”, we have purchased six tape recorders for the language department’s small computer lab / work room. In addition to practicing alone, with partners, with me and as a whole class, students record their picture series descriptions on tapes at least once per month and are assessed using the 6 point AP rubric. Students are given my feedback: specific commendations and goals for improvement. During the two months prior to the AP exam, students complete more picture descriptions in class and on tape. Linked to my AP class website are samples of student responses from the AP Central site for the past four years. As homework, students listen and evaluate the speech samples according to the rubric.

Students in levels 3 and 4 German are introduced to directed response interviews and picture series descriptions as Pre-AP initiatives. Beginning in AP German, students practice both of these formats more frequently and are assessed each marking period. Oral presentations, skits and role plays are used after reading or listening activities to assess student understanding of the content and actively use the vocabulary and structures from the input. Students gain confidence in their speaking by talking to themselves in German to practice, working with a partner for feedback, working in small groups and taping their responses.

In addition to picture descriptions from released AP German exams, I have collected picture series from the released French and Spanish AP tests. Comic strips without captions, pictures from magazines and newspapers, *A Picture is Worth 1000 Words*, *Picture Composition: French (as no German version exists)*, *Points of Departure and Comics and Conversation* are used as prompts to promote speaking. During the first quarter, students are given a picture and asked to talk about it in German without the use of a dictionary for one minute. This activity encourages students to describe, invent and create in the language.

Writing:

Students are given frequent opportunities to write in German, both during and outside of class. Students regularly answer questions and create summaries outside of class to show

comprehension/respond to a variety of fictional and non-fictional readings from the texts and internet sources. Short essays and journal prompts promote student use of specific grammatical structures, topical vocabulary and idioms introduced and reinforced during the course. Students are expected to show growth in writing by incorporating newly learned vocabulary and grammatical concepts studied.

I have collected essay prompts from released AP exams and have created my own essay prompts which are aligned with the types of writing prompts on the exam. Essays are assigned and students are evaluated using the 9 point AP rubric for their writing. Some AP essay assignments administered early in the course are completed at home and students are permitted to use a dictionary as a resource. Students are given opportunities to revise and resubmit their writing to improve their products. During the second semester, students write timed compositions during class and outside of class without the use of resources to simulate testing conditions on the AP exam. Specific formative feedback is given for each writing assignment and students identify focus areas for improvement in their writing portfolio. Students write a minimum of two 200 word “AP prompt” compositions per month and at least four summaries or journal entries per month. Students also routinely correspond with pen pals/e-pals established via our GAPP partner school and via Letternet. Students write in a variety of genres and styles throughout the year. In level 4 German, students produced a fairy tale. In AP students write essays and respond to journal prompts via a variety of types of writing (persuasive, narrative and informational). Students also compose letters to characters in stories, a letter of application for a job in German and resume in German, after having searched for a job according to their interest on the internet. The class prepares for the interview by formulating a list in German of common questions asked during an interview. Students practice in pairs and alone for a “job interview” with me.

To prepare for the cloze section of the AP German test, I have collected numerous samples from released AP exams. Each unit in the text *Allerei zum Besprechen* offers cloze exercises (with a word bank for support), which focuses on vocabulary and grammatical structures. Use of cloze exercises promotes student analysis of reading and structure and I include one cloze exercise for students per week. After completing the cloze texts, we analyze the writing to use as a model to improve student writing paying particular attention to compound and multi-clause sentences, varied word order and idiomatic expressions, with new idioms and vocabulary added to the students’ vocabulary notebook. In addition, I have adapted articles from online newspapers and short narratives to use as cloze exercises during the year.

Structural Accuracy (Grammatical Competency):

Understanding the structure and grammar of German is critical to negotiate and effectively communicate in German. Instruction in German grammar and structure focuses on students understanding and using the language for effective communication. Although most grammar topics are introduced in the previous levels of German, attention is paid to increasing accuracy of their language skills by reviewing and re-teaching to avoid common errors in their oral and written communication, i.e. to perfect their German skills. Specific emphasis is placed on student use of the appropriate tense, case and mood to create compound, complex sentences to communicate a message. During reading and listening activities special attention is paid to the author’s or speaker’s use of grammatical structures as a model for student

production, thereby integrating the skills. Additionally, it is usually necessary to focus on refining student use and understanding of the following:

- Active voice in the 6 tenses
- Case review and increased use of adjectives (before nouns) to add depth and specificity
- Increased use of conjunctions to create complex and compound sentence structures
- Relative clauses
- Double infinitive constructions and infinitive clauses
- Indicative and Subjunctive II verb forms
- Passive Voice in the 6 tenses and with modals
- Indirect discourse – Subjunctive I
- Verbs/adjectives and associated prepositions
- And as needed, the refinement of accuracy of learned structures throughout the course (as needed by individuals or the class via teacher observation)

Instruction in grammar is always contextualized and not confined to “drill and kill” exercises. Students produce oral and written communication using the learned structures. Specific examples include: practicing relative clauses with picture descriptions, using subjunctive in essay writing similar to previous AP essay prompts (If I were a pet in my home..., If I were invisible, If I could live/study abroad – where would I choose and why), and relating passive voice to newspaper articles, historical and biographical writing and keeping a holiday diary of the chores, preparations and happenings around the winter holiday season. Resources for grammar review are found in Kaleidoskop and are supplemented by online exercises and materials adapted from teacher resources such as: Handbuch zur deutschen Grammatik by Rankin and Wells, Neue Kommunikative Grammatik by Klapper and McMahon and information from college German department websites, especially Dartmouth College’s German department website. A grammatical concept may be quizzed, but the ultimate test is tied to student communication and assessed via compositions, speaking performance or project-based learning.

Pre AP exam work:

Although AP aligned exam questions and prompts are used throughout the year, the two weeks immediately preceding the AP exam are especially focused, as exam situations are simulated during class and after school and students are given prior AP released exams.

Post AP exam work:

In the time period immediately after the AP exam, students are involved in other AP exams as well. As a result, project based learning takes place. Examples of mini-units include a poetry recitation picnic, dubbing an excerpt of a movie, an art project, designing and delivering an instructional lesson in another content area of their interest (art, music, math, science, etc.), translating a children’s book, and/or creating and taping a public service announcement or commercial in German.

MATERIALS:

Course materials include textbooks, anthologies, newspapers, magazine articles, released AP exams, Internet resources, video/audio segments, picture description prompts, directed response questions and writing/composition prompts.

Primary student texts and materials:

Moeller, Jack, et al. *Kaleidoskop: Kultur, Literatur und Grammatik*. 7th ed. Boston: Houghton Mifflin. 2007. (text for each student – workbook, supplemental testing and listening package for classroom use)

Teichert, Herman U. and Hahn, Gabriele. *Allerlei zum Besprechen*. Boston: Houghton Mifflin, 1998 (text and tape for each student)

Bohde, Rebecca, and Pusack, James P. *Teleskop video series and video workbook*. Boston: Houghton Mifflin. 1995.

Primary teacher resources:

Klapper, John and McMahon, Trudi. *Neue kommunikative Grammatik*. Lincolnwood, IL, National Textbook Company. 1998. (Grammar support).

Mathieu, Gustave and Stern, Guy. *Introduction to German Poetry*, NY: Dover Publications. (1987).

Rankin, Jamie and Wells, Larry D. *Handbuch zur deutschen Grammatik*. 4th ed. Boston: Houghton Mifflin. 2004. (Grammar support).

Richmond, Garland C. and Kirby, George H. *Auslese*. New York: McGraw Hill. 1968. (for short stories and poems by Boell, Borchert, Kafka, Brecht, Kaestner, and others).

Rogers, Paul and Long, Jeremy, *Alles klar: German grammar through cartoon: demonstration and practice to examination level*. Surrey: UK. 1982. (Cartoons and drawings to teach and discuss/apply grammatical structures)

Seely, Contee and Romijn, Elizabeth. *Lernt Aktiv! Live action German*. Berkley: Command Performance Language Institute. 1991. (for Total Physical Response warm ups for listening and speaking)

Wells, Larry D. and Morewedge, Rosmarie. *Mitlesen Mitteilen*. 3rd ed. Boston: Heinle, 2004. (for additional texts and poems).

Winkler, George. *Komm mit! Level 3*. Austin: Holt, Rinehart, and Winston, 2000. (video and audio/testing tapes).

Other resources:

- Released AP Exams are used extensively
- AATG National German tests (listening and reading segments)
- Goethe Institute materials (including selected preparation materials for ZDAF test and ZMP tests)
- Internet audio, video clips, podcasts
- See list of websites under technology
- Deutsche Welle broadcasts available via local cable network and via Internet
- Unitedstreaming.com
- Various supplementary reading materials: nonfiction and authentic materials including newspapers, magazines, Internet articles, and short stories, excerpts from novels, plays, and poetry.
- Video conferencing and face to face interaction with our German American Partnership Program school.
- German language films (see listening section)
- Teacher produced website of resources for students to access AP information, American university and college websites, online dictionaries (Leo), newspapers, magazines, etc.
- Audio tapes/ video tapes to accompany texts
- Supplemental audio and video tapes
- Computer software
- Internet primary sources
- Miscellaneous realia
- Magazines
- Supplemental materials (texts, maps, etc.)
- Teacher made materials

TECHNOLOGY (MATERIALS):

In the AP German course, a variety of technology is used to promote proficiency and support student learning. The resources and methods to accomplish objectives include: audio and videotext resources, video and audio portfolios, computer assisted learning and practice, internet sites, web quests, streaming video, video and audio newscasts. Access to authentic materials supplements static resources in the textbooks. These technological resources can be adapted for use at a variety of instructional levels to meet objectives, and students' individual needs and learning styles. The use of authentic materials, connections to the world, independent work for enrichment, remediation and self assessment via online practice enhance students' mastery of the target language. Students use technology to create products, performance tasks and projects to demonstrate their learning and proficiency in the language. As stated previously, students have extensive practice during the year with recording picture descriptions and directed responses, which are assessed via the AP speaking rubrics.

Websites:

(Note: The most used and most popular are listed below. News is accessed by students via portals – many other sites are used and too numerous to list.)

www.collegeboard.com/ap/students/German/ for exam hints/AP test format
www.collegeboard.com for exam questions/ previous exam years and Audio Samples (need realplayer)
<http://college.hmco.com/languages/german/moeller/kaleidoskop/6e/students/search/> (web search activities to accompany text)
www.gohrw.com vocabulary practice
www.about.com and go to homework help and click on German language (source for remedial practice and support)
www.juma.de (reading – contemporary themes)
www.goethe.de (reading)
<http://www.dartmouth.edu/~german/> (grammar review and resources for students)
<http://www.dartmouth.edu/~wess/> (German Studies Web - web portal for German newspapers, magazines, radio, TV, dictionaries ...links to “all things German”).
<http://sps.k12.mo.us/khs/german/germany/teacher/apfragen.htm> (link to AP directed response type questions).
<http://www.dhm.de/lemo/einfuehrung.html> (virtual online museum and portal)
www.wissen.de
www.dw-world.de (news)
<http://wings.buffalo.edu/litgloss/list-of-texts.shtml#german> (German on-line texts – interactive and hyperlinked for vocabulary)

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Retest as appropriate
2. Academic tutorial
3. Field trips/ language club/ GAPP Exchange
4. Interdisciplinary units/independent reading
5. Peer tutoring
6. Technology-enhanced instruction
7. Peer tutoring
8. Academic tutorial
9. Guest speakers
10. Field trips
11. Interdisciplinary units
12. Reinforcement of study skills: test taking, study, note taking, organizational skills
13. Independent reading
14. World Language Clubs and special events

PORTFOLIO DEVELOPMENT:

Examples of selected performances and products will be maintained in individual student portfolios throughout the year. Portfolios will serve as a vehicle for self-assessment and teacher assessment. Portfolio contents will include samples of student writing, performance assessment, and traditional vocabulary and unit tests. Audio and / or videotapes of student performances are maintained.

1. Presentation rubric (AP and teacher developed rubrics)
2. Oral presentations
3. Compositions/Journals

4. Recorded Oral Proficiencies
5. Projects

METHODS OF EVALUATION:

Assessment strategies in language instruction determine proficiency, placement, diagnosis and achievement. While commercial tests are available from textbook publishers to accompany book units, these are examined and adapted to meet the specific objectives and aligned to the assessment types used on the AP exam when feasible. Formative and summative assessments provide feedback to learners and teachers. Authentic assessment involves “real-world situational” performance tasks which are complex, require multistage research, and involve critical thinking and problem solving skills. Research indicates the benefits of interdisciplinary project-based learning related to demonstrating achievement of standards and enduring understanding. AP rubrics are used to assess written and oral production.

1. Pre-assessment to determine differentiated instruction
2. Re-assessment as appropriate to meet goals and objectives
3. Performance assessments – projects, presentations, etc.
4. Tests
5. Quizzes
6. Listening tests and speaking tapes
7. Compositions/essays (200 words), journal entries and summaries
8. Oral proficiency presentations, interviews and simulations
9. Final project
10. Class work
11. Participation
12. Homework

ASSESSMENTS AND MAJOR ASSIGNMENTS INCLUDE:

1. Extended listening utilizing audio and video segments
2. Discussion/analysis of readings (variety of genres)
3. Guided compositions and summaries 200 – 250 words in length
4. Audio taped picture descriptions and directed responses
5. Simulations/role plays/interviews/debates
6. Contextual structure, vocabulary development activities, close exercises
7. Performance Assessments which produce products/plans/proposals/multimedia presentations
8. AP test taking skill development / practice
9. Traditional assessments (quizzes, tests)

INTEGRATED ACTIVITIES:

1. Concepts
 - Verb conjugations/tenses/mood
 - Word order and expanded sentence structure
 - Vocabulary
 - Expressing /analyzing opinions

- Culture of the target language
2. Communication (spoken or written form)
 - Refining pronunciation and intonation
 - Active use of thematic vocabulary
 - Dialogues or monologues, interviews, summaries, compositions
 - Discussion
 - Extended questions/responses utilizing compound/complex sentence structures
 - Picture prompt descriptions
 - The ability to respond extemporaneously within one's range of vocabulary
 3. Thinking/Problem Solving
 - Formation of questions and extended responses
 - Interpretation and analysis of written and oral language
 - Circumlocution of language
 - Brainstorming keywords
 - Classification/recognition of ideas into main and supporting details
 - Original recombination of materials in sentences and paragraphs
 - Use of appropriate sentence and paragraph structure according to the situation (questions/responses/statements/negatives/verb tense/mood)
 - Deduction and inference
 4. Application of Knowledge
 - Use of newly acquired skills and information to create oral and written performance assessments, compositions and products
 - Use of information to understand realia and to comprehend extended passages
 - Use of grammatical structures to communicate with increased accuracy
 5. Interpersonal skills
 - Sensitivity to cultural differences
 - Cooperative learning groups (paired/group activities)
 - Teamwork
 - Listening skills