

**Jefferson County High School
Course Syllabus**

A. Course *Honors German 3 and Advanced Placement German 4*

B. Department *World Languages*

C. Course Description

German Honors 3 The curriculum includes extensive use of the language, the study of literature and current events to develop the five language acquisition skills further. This course is recommended for college-bound students who plan to take a university placement test, Advanced Placement course/exam, or study the language at the university level. A fee is charged to cover materials.

Students may opt to continue their study of German and continue with AP German level 4 in the spring semester

The AP German Language and Culture course provides students with a learning experience that corresponds to that of a third-year university course. The course will be conducted primarily in German to prepare students to communicate proficiently through the three modes of communication (Interpersonal, Interpretive, and Presentational). This course provides students the opportunity to enrich their knowledge and appreciation of the German language in the German-speaking world through authentic materials, such as films, newspaper and magazine articles, literature, documentaries, music, radio and television newscasts, the Internet, and the arts.

D. Grade Term *Semester each*

E. Grading Scale

<u>Range</u>	<u>Honors/ Regular</u>	<u>College-Level</u>	<u>A.P.</u>
93-100 A	4.0	4.5	5.0
85-92 B	3.0	3.5	4.0
75-84 C	2.0	2.5	3.0
70-74 D	1.0	1.5	2.0

F. Term Dates

- a. 1st 9 Weeks August 5, 2016 – October 7, 2016
- b. 2nd 9 Weeks October 8, 2016 – December 16, 2016
- c. 3rd 9 Weeks January 5, 2017 – March 15, 2017
- d. 4th 9 Weeks March 16, 2017 – May 25, 2017

G. Textbook(s) *Deutsch Aktuell 3, 6th Ed.*
Kaleidoskop, 9th Ed.

H. Other Required Reading

- a. *Der Besuch der alten Dame*
- b. *Die Physiker*
- c. *Ein Tisch ist ein Tisch*
- d. *Mutter Courage und ihre Kinder*
- e. *Die Bremer Stadtmusikanten*
- f. *Authentic readings provided by instructor*

I. Other Resources

- a. Arbeitsbuch für *Deutsch Aktuell 3*
- b. Video series *Treffpunkt Berlin*
- c. Various broadcasts from German media
- d. *Deutsche Welle*
- e. Related YouTube videos
- f. Quizlet
- g. College Board website
- h. German Internet websites

J. Major Assignments *Projects to be determined by instructor*

K. Procedures for Parental Access to Instructional Materials

- a. Aspen Parent Portal
- b. Instructor's Website
- c. E-mail to Instructor
- d. Parent Teacher Conference
 - a. There are two designated conference dates during the school year.
 - b. Parents who would like to request additional meetings may make appointments for conferences with the teachers (during their planning periods), counselors, or a principal by telephoning the school office.

L. Field Trips

- a. Any schedule field trip will have a definite educational purpose and will reflect careful planning. Signed permission forms will be obtained when an off campus trip is planned.
- b. Virtual field trips

M. Standards & Objectives: Scope and Sequence “I can” statements.

Both levels three and Advanced Placement are based on six thematic units of study:

1. Alltag (Contemporary Life)

- I can study and develop vocabulary associated with hobbies and leisure activities.
- I can discuss my favorite pastime activities and show how I am able to balance schoolwork, free time, and perhaps a job/community service
- I can compare and contrast leisure activities of American teenagers to those in German-speaking areas of the world
- I can read and interpret online charts/graphs and statistics for most popular leisure activities and summarize them
- I can use the positive, comparative, and superlative forms of adjectives and adverbs
- I can use verbs requiring specific prepositions
- I can present orally my “Traumwochenende” (dream weekend) in German and explain what my dream vacation would be and why
- I can take a position on the role of digital media in both the personal and educational environment
- I can develop sentences with an infinitive with and without *zu; um...zu/ohne...zu*
- I can discuss some of the basic rites of passage in my culture and the German culture
- I can use the past perfect tense to explain events in the past

2. Persönliche und Öffentliche Identität (Personal and Public Identities)

- I can study and develop vocabulary associated with immigration and citizenship
- I can talk and discuss issues that deal with immigration and integration into my own community
- I can define who I am and what it means to be my nationality
- I can imagine that I am moving to Germany and write what aspects of my culture that I would like to keep and why
- I can use subordinating and coordinating conjunctions

3. Familie und Gemeinschaft (Family and Community)

- I can study the vocabulary associated with diversity, humanity, and feelings
- I can write about how language and culture influence identity
- I can discuss the role of television: to educate or to entertain
- I can discuss the role of family in different societies

- I can discuss the role of family for myself
- I can develop complex sentences using relative pronouns

4. Globalisierung (Global Challenges)

- I can study the vocabulary associated with the environment
- I can decide what environmental issues pose the great challenge and create possible solutions
- I can compose an e-mail to a community leader expressing a concern for a topic, such as recycling or alternative sources of energy
- I can talk about the economy
- I can describe my ideal job and what is necessary to achieve my goal
- I can pretend that it is my 10th year high school reunion and tell my classmates what I have done since having been graduated, what it took to achieve this goal, and why I chose this profession
- I can review two-way prepositions and verbs requiring special prepositions

5. Naturwissenschaft und Technologie (Science and Technology)

- I can study vocabulary associated with technology and social networking
- I can research how developments in science and technology affect my life
- I can respond in a letter one area of research that I feel that the United States should further investigate and why
- I can create a cartoon strip with captions telling what I think that Germany will be like in the year 2050
- I can read the novel *Die Physiker* and discuss the moral ethics scientists have or do not play in society
- I can use the passive voice and the pronoun *man* (one).

6. Schönheit und Ästhetik (Beauty and Aesthetics)

- I can study the vocabulary associated with fine arts and beauty
- I can express my definition of beauty and provide examples why
- I can examine advertisements from various German language magazines and create a 30 second commercial for one advertisement
- I can write a reaction to a student's commercial either agreeing or disagreeing with the dialog
- I can use preceded and unpreceded adjectives in my writings
- I can research panels from *die East Side Gallery* and create my own panel to express a personal belief
- I can write an essay defending graffiti as either a form of art or vandalism.