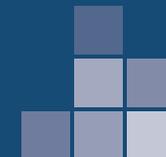


# AP<sup>®</sup> German Language and Culture

## Course Planning and Pacing Guide 4

**Jamin Lynch**  
Independence High School  
San Jose, California



## About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators and schools.

For further information, visit [www.collegeboard.org](http://www.collegeboard.org).

## AP Equity and Access Policy

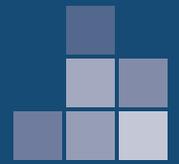
The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

## Welcome to the AP® German Language and Culture Course Planning and Pacing Guide

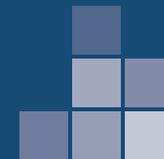
This guide is one of four Course Planning and Pacing Guides designed for AP® German Language and Culture teachers. Each provides an example of how to design instruction for the AP course based on the author's teaching context (e.g., demographics, schedule, school type, setting).

The Course Planning and Pacing Guides highlight how the components of the *AP German Language and Culture Curriculum Framework* — the learning objectives, course themes, and achievement level descriptions — are addressed in the course. Each guide also provides valuable suggestions for teaching the course, including the selection of resources, instructional activities, and assessments. The authors have offered insight into the *why* and *how* behind their instructional choices — displayed in callout boxes along the right side of the individual unit plans — to aid in course planning for AP German Language and Culture teachers.

The primary purpose of these comprehensive guides is to model approaches for planning and pacing curriculum throughout the school year. However, they can also help with syllabus development when used in conjunction with the resources created to support the AP Course Audit: the Syllabus Development Guide and the four Annotated Sample Syllabi. These resources include samples of evidence and illustrate a variety of strategies for meeting curricular requirements.



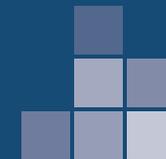
Instructional Setting .....	1
Overview of the Course .....	2
<b>Course Planning and Pacing by Unit</b>	
Unit 1: Auswanderung and Integration .....	3
Unit 2: Forschen und Erfinden .....	6
Unit 3: Erfahrung der Sinne .....	10
Unit 4: Unsere Umwelt: Lokal ist global .....	15
Unit 5: Meine fetzige Musik .....	18
Unit 6: Geschichte: Deutschland im 20. Jahrhundert .....	21
<b>Resources</b> .....	24



## Independence High School San Jose, California

School	Public high school located in urban San Jose, California.
Student population	<p>Enrollment of 3,450 students:</p> <ul style="list-style-type: none"> <li>• 55 percent Asian American</li> <li>• 35 percent Hispanic or Latino</li> <li>• 4 percent Caucasian</li> <li>• 3 percent African American</li> <li>• 3 percent multiracial</li> </ul> <p>Approximately 40 percent of the students receive free or reduced-price lunches. About 85 percent of the students continue their education at a postsecondary institution.</p>
Instructional time	The school year starts in the third week of August and has approximately 175 school days. Class meets daily for 55 minutes.
Student preparation	Students most often begin their study of German in the ninth grade; therefore, most of my AP <sup>®</sup> German Language and Culture students are seniors. On average, students also take two or more other AP classes during their senior year. This AP course is taught in a combination with German 3, which has led me to develop a theme-based, two-year rotating curriculum to avoid redundancy, keep the learning experiences fresh, and provide the students with new projects and themes each year. Open enrollment is the policy for this course, provided the students earn a C average or above in German 3. My classes are usually made up of 10–15 AP students combined with 20–25 German 3 students. Differentiation with regard to expected proficiencies and evaluation is practiced to provide an equitable learning environment, and flexible grouping occurs when necessary.

# Overview of the Course



My AP German Language and Culture course builds upon the three prior years of instruction to improve sophistication and accuracy of expression, increase depth and scope of connection to other subject areas, and reinforce prior language skills. The class is conducted in German, and students enjoy the challenges and rewards of functioning in this environment. The theme-based units for the course are informed by the ACTFL standards, follow the curriculum framework, and focus on improving communication skills in the interpretive, interpersonal, and presentational modes. I use overarching essential questions to help me define and uncover topics through research, exploration, and critical thinking.

In all phases of planning, teaching, and evaluating, I use the Architecture of Accomplished Teaching model developed by the National Board for Professional Teaching Standards to guide my instructional choices. My units and lessons include topics relevant to students' lives, and I strive to enhance their understanding of and sense of belonging to the world around them, as well as their importance within it. A core aspect of the course is to illuminate the similarities and differences of the German-speaking countries compared with others in Europe and the United States.

I enjoy and have gotten positive feedback from students regarding the use of a class Wiki, and we use VoiceThread to perform asynchronous activities in interpersonal communication. My students enjoy communicating with one another in these forums and often ask for more opportunities to use them. As more and more media have become readily available on the Internet, the incorporation of film, videos, music, articles, blogs, and other interpretive sources has helped to improve my teaching and enhance students' discovery of the German-speaking world.

As I continue to develop my curriculum and instructional activities, I have found great value in differentiating content, process, and product. I try to scaffold instruction by beginning with activities that prepare the students to more effectively negotiate meaning with primary sources. I employ flexible grouping to make myself more available to students who need more support and to build camaraderie within the mixed-level classroom. In working with

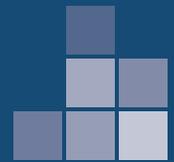
more challenging texts, reciprocal reading improves comprehension and creates group accountability.

I create RAFT (Role, Audience, Format, Topic) writing activities and project menus based on multiple intelligences and the cognitive domain to meet the needs of students' varying proficiencies, learning styles, and interests. To keep the energy in the classroom high, we play games (using dice, mini whiteboards, and/or homemade or commercial board games), conduct impromptu interviews, and listen to unit-related music. The course provides many opportunities for self-expression in German, which helps to foster student engagement and passion for learning.

To ensure the success of my small German program, I endeavor to understand my students' lives and relate to their interests. It's important to me to understand their opinions and feelings about the class and to receive individual feedback from them regarding their learning.

Providing students with feedback is an integral component of this AP course, not only because it gives them direction or specifies areas for improvement, but also because it shows the students that I am their coach and supporter in their quest to learn the German language and culture. After a few units, I give students a "how it went" questionnaire to better understand their experiences. For struggling students, I provide specific feedback by giving encouragement, suggesting areas for improvement, and helping them adopt new strategies to better meet expectations.

- Familie und Gemeinschaft
- Persönliche und öffentliche Identität
- Globalisierung
- Alltag



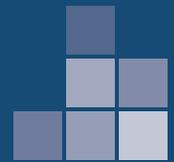
Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication		<b>Instructional Activity:</b> Students research their family history, interviewing parents and grandparents and creating a visual family tree back to the generation that emigrated and beyond, if possible. In small groups, students use their family trees to discuss and explain their family histories and provide responses and opinions about how their families' stories and histories influence who they are.
Written Interpersonal Communication		<b>Formative Assessment:</b> Students write a journal entry about a time they or someone they know experienced stereotyping or prejudice, how it made them feel, and in what manner they responded. Peers read, edit, and comment, seeking similarities with their own experiences.
Audio, Visual, and Audiovisual Interpretive Communication  Spoken Interpersonal Communication	<b>Songs</b> Muhabet, „Ich will nicht gehn“ Alpa Gun, „Ausländer“	<b>Instructional Activity:</b> First, I provide background information about the two artists and the songs. Students critically listen to each song and identify lyrics that focus on positive and negative feelings about Germany. We categorize these for each song on the board. I distribute the lyrics so that students can identify additional statements, which we add to the lists. Students paraphrase the lyrics, and we add these next to the originals on the board. Next, students compare and contrast the tone and points of view of the songs. Finally, in a class discussion, students evaluate similarities and differences between the songs involving stereotypes we have discussed in the previous lessons.

*I like starting with this unit because of the parallels in the U.S. and Germany regarding integration and the opportunity to explore and compare the challenges immigrants face. Most of my students are second- or third-generation Americans, which makes this unit directly relevant and personal because so many of their families have stories about their journeys. In this case, I want to activate students' prior knowledge. As the first unit of the year, it also gives students a chance to become acquainted.*

*Reviewing students' journals allows me another opportunity to examine their progress in written communication and to provide feedback about language functions. It also guides me in planning next instructional steps.*

### Essential Questions:

- ▼ Why do people emigrate? ▼ What obstacles can immigrants face in their new land, and how do they overcome them? ▼ How do stereotypes affect immigrants? ▼ What challenges in integration does each generation face? ▼ What does my family have to do with who I am?



Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication Spoken Interpersonal Communication	<b>Radio Play</b> Haucke, „Papa hat nichts gegen Italiener“  <b>Web</b> „Papa hat nichts gegen Italiener“ (Arbeitsblatt)	<b>Instructional Activity:</b> This think-pair-share activity focuses on the essential question, <i>How do stereotypes affect immigrants?</i> Students begin by reflecting upon a time when they or someone they know made a stereotypical or prejudiced statement about immigrants. Students then critically listen to the radio play episode and answer true/false and short-answer questions to demonstrate comprehension. Following this, I provide the story’s text, and they self-check their answers. Using the text in pairs, students list key statements or questions each character makes and identify contradictions. As a class, we compare the stereotypes in the <i>Hörspiel</i> with those written on the board and discuss in what ways things are the same and different in this time period in Germany and in present day in our own community.  <b>Formative Assessment:</b> In groups of three, students plan and write an interview inspired by <i>Papa, Charly hat gesagt . . .</i> that demonstrates understanding of the contradictions of stereotyping and prejudice. Each group generates questions, which the moderator poses to a Papa-like character and his immigrant neighbor. Students focus on the challenges an immigrant faces and how he or she can explain his or her point of view.  <b>Summative Assessment:</b> Students produce a podcast or VoiceThread conversation based on their interviews from the previous activity, role-playing the characters involved. Students must address the two essential questions, provide reasons why the stereotypes and assumptions are false, and end the role-play with the two characters reaching a positive conclusion.
Spoken and Written Interpersonal Communication		
Spoken Presentational Communication		
Written and Print Interpretive Communication Spoken Interpersonal Communication	<b>Book</b> Gündisch, <i>Das Paradies liegt in Amerika</i>	<b>Instructional Activity:</b> We read the novel aloud together in class. I scaffold instruction for each chapter with activities before, during, and after reading, such as SQ3R (Survey, Question, Read, Recite, Review). Via journal entries based on a time line, students analyze the characters, explain the impact of the setting, summarize events, and provide reflections based on the essential questions.

*This short story is filled with subordinating conjunctions, so I take the opportunity to review them before we read. One of the key reasons for this particular text selection is to understand that communities worldwide have always faced and continue to face challenges of prejudice, stereotyping, and discrimination. I want students to connect instances in their own lives with the events illustrated in the story.*

*I move from table to table, checking for understanding, asking focusing questions, and providing feedback as students plan and produce their interviews. As I interact with each group, I also take notes on key vocabulary that will need to be introduced or revisited, consider pitfalls I’ll need to discuss with the entire class, and write down “aha” moments I can use to shape instruction.*

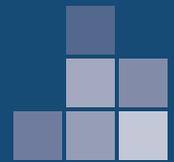
*This summative assessment addresses the following essential questions:*

- What obstacles can immigrants face in their new land, and how do they overcome them?
- How do stereotypes affect immigrants?

*A substantial portion of this novel focuses on challenges the family faces even before reaching their destination. Many of the students and families at my school also endured hardships in their journey to the United States.*

### Essential Questions:

- ▼ Why do people emigrate? ▼ What obstacles can immigrants face in their new land, and how do they overcome them? ▼ How do stereotypes affect immigrants? ▼ What challenges in integration does each generation face? ▼ What does my family have to do with who I am?



Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication Spoken Interpersonal Communication	<b>Web</b> „Bayerische Türken, anatolische Berliner“	<b>Instructional Activity:</b>  As a class, we read the introduction to this article, which focuses on the theme of integration for immigrant Turks living all over Germany and the extent to which they feel German or Turkish. Students then select and read one of the stories presented in the article and identify the challenges of integration illustrated. Students with common selections form groups, clarify and summarize information, and report their findings to the class. In their journals, students identify similarities and differences among the stories presented.
Audio, Visual, and Audiovisual Interpretive Communication	<b>Video</b> <i>Almanya: Willkommen in Deutschland</i>	<b>Instructional Activity:</b>  While watching the movie <i>Almanya: Willkommen in Deutschland</i> , students create character maps and track the experiences and points of view of the characters from each generation. In their journals, students identify and explain events surrounding stereotypes and misunderstandings that each generation of the Turkish family encounters in Germany.
Written Presentational Communication		<b>Summative Assessment:</b>  In this written character analysis, students explain, compare, and contrast the challenges, stereotypes, and misunderstandings faced by one character from each of the generations in the film. When applicable, students compare and contrast their own family's experiences with those from the movie.
Spoken Interpersonal Communication Spoken Presentational Communication		<b>Summative Assessment:</b>  In groups of four, students select characters from <i>Almanya</i> whom they wish to role-play in a talk-show role-play activity. The group analyzes how integration has influenced identity for each character. Using the essential questions as a foundation, students develop questions and formulate answers informed by the film and other sources we have studied in the unit. Students choose roles, including an interviewer, and appropriate properties and costumes. They produce the talk show live or in a video recording.

*The attention here turns to contemporary Germany, with the reportage focusing on differing perspectives of people of Turkish heritage. I feel it's important to show examples of real people. The share-out format in the presentational mode gives students the chance to deepen their knowledge while learning from their classmates.*

*Not all stories about emigration and integration are negative or painful. As evidenced in this film, which focuses on the importance of family sticking together and the search for identity, some stereotypes and misconceptions can be both funny and touching.*

*In this unit, I include a variety of assessments that focus on different modes of communication. This summative assessment addresses the following essential questions:*

- What obstacles can immigrants face in their new land, and how do they overcome them?
- What challenges in integration does each generation face?
- What does my family have to do with who I am?

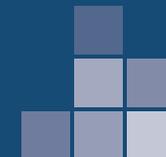
*This summative assessment addresses the following essential questions:*

- What obstacles can immigrants face in their new land, and how do they overcome them?
- What challenges in integration does each generation face?

### Essential Questions:

- ▼ Why do people emigrate? ▼ What obstacles can immigrants face in their new land, and how do they overcome them? ▼ How do stereotypes affect immigrants? ▼ What challenges in integration does each generation face? ▼ What does my family have to do with who I am?

- Naturwissenschaft und Technologie
- Globalisierung
- Familie und Gemeinschaft
- Alltag



Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication	<b>Web</b> SurveyMonkey	<b>Instructional Activity:</b> Students take a short survey based on future goals, plans for future study, and current progress toward those goals. We discuss answers and comments on an interactive whiteboard. Next, each student visualizes what he or she will be doing in 15 years. Working with a partner, one student takes the role of a journalist and interviews the other, who is now living the life that's been visualized. Students interview each other, summarize the information about their partners, and then present their partners to the class.
Audio, Visual, and Audiovisual Interpretive Communication Written Presentational Communication	<b>Song</b> Madsen, „Du schreibst Geschichte“	<b>Instructional Activity:</b> In a classroom discussion, I ask students to consider the phrase <i>Nutze den Tag</i> . In groups of four, students brainstorm activities and attitudes that support this statement, then share these with the class as I write them on the board. Students analyze the text and video from „Du schreibst Geschichte,“ paraphrase the lyrics, and then provide concrete examples from their own experiences relating to the song. In a reflective journal entry, students apply the song's message to one of their own life challenges.
Spoken Presentational Communication		<b>Formative Assessment:</b> In small groups, students write a short dialogue reflecting an interpretation of „Du schreibst Geschichte.“ Students include concrete examples from their own lives that relate to the concept <i>Nutze den Tag</i> . These dialogues are presented to the class.
Audio, Visual, and Audiovisual Interpretive Communication Spoken Interpersonal Communication	<b>Web</b> Jugend forscht online	<b>Instructional Activity:</b> After I provide an overview and introduce key terms as scaffolding, we watch a <i>Bundeswettbewerb</i> contestant's video. Students take notes on the various projects that youths in Germany are researching. Each chooses one project of interest from the Jugend forscht website, writes a short summary of the project, and explains the project and results to classmates in a small group.

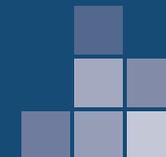
*I want students to consider how their life's pursuit creates a legacy for themselves, their families, and humanity. Each student often has a general idea yet needs to create a plan to reach his or her goals. Utilizing the future and conditional tenses, and reviewing the um ... zu construction, are key language components for the unit. I often use flexible grouping with this mixed-level class.*

*I move from table to table, checking for understanding, asking focusing questions, and providing feedback as students plan and produce their dialogues. As I interact with each group, I also take notes on key vocabulary that will need to be introduced or revisited, consider pitfalls that I'll need to discuss with the entire class, and write down "aha" moments that I can use to shape instruction.*

*The fact that Germany encourages its young people to participate in this type of personal and professional development is an important cultural component of the unit. The unit's relevance spurs students' interest as they realize that Jugend forscht is a real competition.*

### Essential Questions:

- ▼ How do individuals contribute to the well-being of the world? ▼ What will be my legacy for self, family, and humanity? ▼ How can we embrace the concept of *Nutze den Tag*, or *seize the day*? ▼ How can developments in science and technology improve our lives?



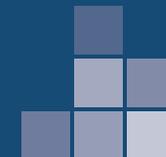
Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication Spoken Interpersonal Communication	<b>Web</b> „Das Geheimnis des Erfolgs“	<b>Instructional Activity:</b> In small groups, students read the provided overview of the video „Das Geheimnis des Erfolgs.“ I provide examples in context of key vocabulary. Each group brainstorms attributes of good teachers and a good learning environment; we then share and select the top five for each. During the first viewing of the video, students identify what the students in the video, the teachers themselves, and the moderator state as attributes of good teachers. I provide time for groups to reflect and discuss what they heard, and I move among groups to check comprehension and provide help or feedback. After the second viewing, students compare and contrast our class list of attributes with those from the video.
Spoken Interpersonal Communication Spoken Presentational Communication		<b>Instructional Activity:</b> In small groups, students answer the questions, <i>What attributes does one need to be successful?</i> and <i>How can I, in my future profession, make the world a better place?</i> They write responses they have developed and share them with two other groups.
Audio, Visual, and Audiovisual Interpretive Communication Spoken Interpersonal Communication	<b>Video</b> „Gregors größte Erfindung“	<b>Instructional Activity:</b> I distribute stills from the short film, and in groups of three, students explain what they believe is happening in each and predict the outcome. After viewing the film, students compare the events of the film to our predictions and then determine the challenges facing each of the characters and the resolution. Students also analyze obstacles Gregor faces in achieving his goal and compare them with current challenges they face in their own daily lives. In a class discussion, we brainstorm a list of attributes Gregor and other successful people develop or inherently use to overcome difficult challenges.
Spoken Presentational Communication		<b>Instructional Activity:</b> Utilizing one of the short film's themes ( <i>Nutze den Tag</i> or <i>How do individuals contribute to the well-being of the world?</i> ) plus three of the attributes brainstormed in the prior activity, student groups plan, produce, and present to the class a short one-act play reflecting an invented scenario.

*To improve comprehension and lower the affective filter, students need some amount of scaffolding or a focusing activity prior to watching a video. I feel that using team brainstorming is effective for students because there are multiple sources of input, opportunity for collaboration, and spontaneity. It also gives the teacher the chance to moderate, coach, refocus, reflect, and/or redirect.*

*I like to use learning activities before, during, and after videos or films. Often, I show a portion and then stop to check for understanding, ask content or detail questions, or explain a cultural component that students might otherwise miss. It is common for me to replay each segment more than once, so students can deepen their understanding after the initial search for the essential meaning.*

### Essential Questions:

- ▼ How do individuals contribute to the well-being of the world? ▼ What will be my legacy for self, family, and humanity? ▼ How can we embrace the concept of *Nutze den Tag*, or *seize the day*? ▼ How can developments in science and technology improve our lives?



Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication	<b>Book</b> Limbach, <i>100 Köpfe von morgen: Die Zukunft im Land der Ideen</i>	<b>Instructional Activity:</b> As a class, we break into jigsaw mixed-ability groups. Each group summarizes a paragraph of the history, rationale, and selection process behind <i>100 Köpfe von morgen</i> , and then reports their summary to the class. Next, we examine the book's format and identify the intended audience for this book. Before students read about each person, I teach key vocabulary with synonyms, antonyms, and/or appropriate expressions. Students identify main idea and supporting details, answer questions I have created, and describe how the attributes each person possesses played a role in his or her success.
Written Presentational Communication		<b>Summative Assessment:</b> Pretending that it is 15 years in the future, students create a written entry for our own classroom book, <i>Unsere Köpfe von morgen</i> . I add the question, <i>What will be my legacy for self, family, and humanity?</i> to the questions included in <i>100 Köpfe von morgen</i> . Each student is expected to show proficiency with prepositional verbs, the future tense, <i>um ... zu</i> constructions, and the conditional. From their entries, I create an <i>Unsere Köpfe von morgen</i> book for the class.
Written and Print Presentational Communication Spoken Interpersonal Communication	<b>Web</b> VoiceThread	<b>Formative Assessment:</b> Each student posts his or her <i>Unsere Köpfe von morgen</i> page into VoiceThread. Every student also plays critic by responding to three classmates' entries. Via voice commentary, the critic evaluates the entry on the extent to which the author has " <i>den Tag genutzt</i> ," and provides an opinion on how the author has contributed to the well-being of the world. Finally, the critic offers encouragement in the form of two ideas for the author in support of reaching his or her goals. The author responds back via voice commentary, agreeing, clarifying and/or defending his page.

The initiative Deutschland, Land der Ideen published this book to celebrate and promote Germany's top 100 young minds under 40. The book's format is presented in the same manner for all 100 subjects: photo, 10 questions with individual answers, and a short biography. Analyzing the relationship between positive attributes to success is key, and by this point in the unit, students have deepened their understanding of this connection.

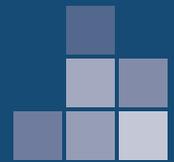
This summative assessment addresses the following essential questions:

- How do individuals contribute to the well-being of the world?
- What will be my legacy for self, family, and humanity?

Students love to write about themselves and are excited to see what their classmates are planning to do with their lives. Offering encouragement increases camaraderie. VoiceThread allows students time to formulate and provide an appropriate response to meet the criteria. I provide specific feedback on each posting, evaluating student performance to determine common errors for review and reteaching.

### Essential Questions:

- ▼ How do individuals contribute to the well-being of the world? ▼ What will be my legacy for self, family, and humanity? ▼ How can we embrace the concept of *Nutze den Tag*, or *seize the day*? ▼ How can developments in science and technology improve our lives?



Learning Objectives	Materials	Instructional Activities and Assessments
<p>Written and Print Interpretive Communication</p> <p>Audio, Visual, and Audiovisual Interpretive Communication</p> <p>Written Presentational Communication</p>	<p><b>Web</b></p> <p>„Sie veränderten die Welt: Ein PC im Haushalt gehört bei vielen zum Standard“</p> <p>„Computerfreier Tag“</p>	<p><b>Summative Assessment:</b></p> <p>Students read the article „Sie veränderten die Welt: Ein PC im Haushalt gehört bei vielen zum Standard,“ about the inventor of the first computer, Konrad Zuse. Then they watch the video „Computerfreier Tag.“ Students write responses to the questions, <i>How, why, and to what extent has Zuse’s invention impacted and improved my life?</i> and <i>How can developments in science and technology improve our lives?</i></p>

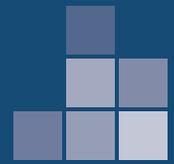
*Since computers play such a large role in students’ daily lives, this provides for a wide variety of responses while highlighting the importance of inventions to improve the human condition. The assessment addresses the following essential questions:*

- How do individuals contribute to the well-being of the world?
- How can developments in science and technology improve our lives?

### Essential Questions:

- ▼ How do individuals contribute to the well-being of the world?
- ▼ What will be my legacy for self, family, and humanity?
- ▼ How can we embrace the concept of *Nutze den Tag*, or *seize the day*?
- ▼ How can developments in science and technology improve our lives?

- Persönliche und öffentliche Identität
- Globalisierung
- Schönheit und Ästhetik
- Alltag



Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication Spoken Interpersonal Communication		<p><b>Instructional Activity:</b></p> <p>I begin by introducing photos on the interactive whiteboard that relate to the senses, including chocolate, coffee, the soft drink Red Bull, cheese, art, ethnic foods, dance, etc. With a partner, students identify and categorize each photo into taste, smell, sight, touch, or sound. I pass out a teacher-created worksheet with the practices and perspectives related to these objects, and students try to match the practice and perspective to the pictures of the products shown. Explaining practices and perspectives for each product is fun and informative. After each image, I explain the connection between product, practice, and perspective.</p>
Written and Print Interpretive Communication Spoken Interpersonal Communication	<p><b>Short Story</b> Thoma, „Der Hundetraum“</p>	<p><b>Instructional Activity:</b></p> <p>In groups of three, students play a domino game, matching pictures with key vocabulary from the story, then predict what the story is about before reading and share their ideas with the class. I read the story to the class the first time, and students identify and categorize each event the main character experiences into sight, smell, taste, sound, and touch. In the second reading, students identify Waldemar’s responses to events based on each sense. Students compare notes, then assess and rank the events according to their impact on his behavior. This activity leads to a classroom discussion framed by the question, <i>How do Waldemar’s senses and memories influence his perceptions and behavior in the story?</i></p>
Written Presentational Communication		<p><b>Formative Assessment:</b></p> <p>Based on the prior activity, students select one of the other characters at the <i>Kaffeeklatsch</i> and rewrite the story from that character’s perspective using the RAFT essay-writing format. Students draw from each of the senses to create depth, develop descriptive voice, and express the identity of the character.</p>

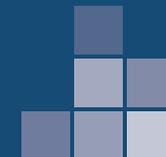
*This is a good unit in which to review adjectives, opinion phrases, declension, and positive, comparative, and superlative. Adding descriptive words and phrases within complex sentences helps students be more specific and detailed. Working with images is a fun way to teach without lecturing. I also include products from the cultures and ethnicities of my students.*

*In this game, one side of the “domino” has a picture and the other side a vocabulary word. These vocabulary words work as frontloading to scaffold instruction about the story. This short story focuses on events at a weekly afternoon Kaffeeklatsch. The main character, Waldemar, is actually a dog, which comes as a surprise at the end of the story. This activity engages students in predicting the outcome based on key vocabulary, and requires them to seek out specific details when analyzing the text.*

*RAFT (Role, Audience, Format, Topic) writing demands attention to the original source for main idea, supporting details, mood, and clues. Students often see RAFT writing as a fun activity because it steps outside of the text. I provide a criterion checklist and move from student to student to ask refocusing questions and ensure that the writing meets criteria. I adjust time given for this accordingly and note key vocabulary, structures, and ideas for future instruction.*

### Essential Questions:

- ▼ How do our senses influence our perceptions? ▼ How is life influenced by cultural products, practices, and perspectives? ▼ How are aspects of identity discovered, developed, and expressed? ▼ What impact does fair trade have on communities?



Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication Audio, Visual, and Audiovisual Interpretive Communication Written Presentational Communication	<b>Song</b> Wise Guys, „Meine heiÙe Liebe“	<b>Instructional Activity:</b> Before hearing the song, students share opinions and experiences in small groups: <i>What’s my favorite beverage and how does it taste? Who produced it and where? When did I really start to like it? How does it affect my mood? When and where do I enjoy it?</i> While listening to the song, students identify and list which senses are affected, in what ways the singer drinks his coffee, and the effect it has on his mood. Afterward, following the same format, students develop and write a description of their own favorite beverage, provide an image of it, respond to the discussion questions from class, and post these items to VoiceThread.
Written and Print Interpretive Communication	<b>Web</b> „Was ist Fairtrade?“ „Bio und Fair“	<b>Instructional Activity:</b> In a class discussion, students use a KWL graphic organizer to discuss the topic of fair trade. After filling in the first two columns, students use reciprocal reading to read the article „Was ist Fairtrade?“ They then compare and contrast their original responses with the new knowledge. Students read about Josef Zotter’s commitment to fair trade on his website, list the reasons why he uses fair trade ingredients, and paraphrase his justification for doing so.
Audio, Visual, and Audiovisual Interpretive Communication	<b>Web</b> „FAIRTRADE Schokolade aus Österreich“	<b>Formative Assessment:</b> Students watch a YouTube video about Josef Zotter and deduce how he influences lives through his products, practices, and perspectives. Students write a three-paragraph journal entry explaining each.
Audio, Visual, and Audiovisual Interpretive Communication Written Presentational Communication	<b>Web</b> „Global.Fair — Fairtrade verbindet Menschen“ „FAIRTRADE Kaffee aus Peru“ „Schuften für Schokolade“	<b>Instructional Activity:</b> Students watch the online videos. As scaffolding, I provide a general outline, give synonyms for key vocabulary, and have students read a short summary of each video before viewing. In small groups, they then analyze fair trade’s impact on globalization. Students write a journal entry summarizing how fair trade positively affects lives and how consumers play a role. Next, they plan and create a persuasive brochure about a fair trade product or a benefit of fair trade.

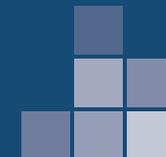
*Students infer initially that this is a love song, but it’s actually about the joy of coffee in its different forms and how it appeals to the senses of taste and smell. It also introduces the concept of fair trade. As the unit progresses, the topic of fair trade connects our focus to social science standards with respect to integration of countries into the world economy and the fundamental values and principles of civic society in a market economy.*

*Reciprocal reading involves groups of three to four students working together to read and define vocabulary, ask questions of the text, summarize, and predict. Especially effective with complicated texts, it empowers students and holds them accountable to their group. This can also be a formative assessment, since I move from group to group as a coach and observer, giving feedback and also reflecting on the efficacy of this text.*

*I assign this activity to measure comprehension and application of the three elements of culture. This type of short assessment is important for me to see student growth thus far in the unit. I read these journal entries individually, provide feedback to students in writing, and use the information to clarify any misconceptions regarding Zotter and/or fair trade.*

### Essential Questions:

- ▼ How do our senses influence our perceptions? ▼ How is life influenced by cultural products, practices, and perspectives? ▼ How are aspects of identity discovered, developed, and expressed? ▼ What impact does fair trade have on communities?



Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication		<p><b>Summative Assessment:</b></p> <p>In a talk-show format, students discuss, debate, and clarify what impact fair trade has on communities. Students are assigned roles such as moderator, Josef Zotter, a <i>Kleinbauer</i>, the president of a coffee company that does not practice fair trade, or a member of the public curious about fair trade. Each student researches or prepares her role in order to provide appropriate responses.</p>
Written and Print Interpretive Communication Spoken Interpersonal Communication	<p><b>Web</b></p> <p>„Schokolade — Gute Laune kann man essen“</p> <p>„Schokolade — Hebt die Stimmung“</p>	<p><b>Instructional Activity:</b></p> <p>Students interview classmates and share opinions with one another about chocolate (e.g., favorite kinds and when, where, why, and how they eat it). After the interviews, students share their responses. In a modified jigsaw, half of the small groups read each of the articles. Each group works as a team, skims the text for topic and main idea, and writes a “<i>Dieser Text geht um ...</i>” and a “<i>Der Schwerpunkt ist ...</i>” statement. Next, each student finds a partner with the opposite article, and they explain their articles to each other. The pairs compare and contrast both articles and then create a “<i>geht um/Schwerpunkt</i>” statement with three supporting details.</p>
Spoken Interpersonal Communication Spoken Presentational Communication		<p><b>Instructional Activity:</b></p> <p>In small groups, students compile descriptive “taste” and “smell” words into categories: <i>süß</i>, <i>sauer</i>, <i>salzig</i>, <i>bitter</i>, and <i>umami</i>. Next, each group creates both closed and open-ended questions to ask a blindfolded person during a series of smell and taste tests. The groups write their questions on the board, and the class votes to select those we will use in our questionnaire. In groups of four, blindfolded students led by a partner smell and taste at each of the sampling stations. The guide-partner asks follow-up and clarification questions while noting the responses. Students take turns so that each member of the group has a chance to smell and taste the chocolate at each station.</p>

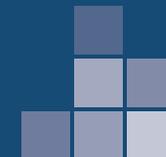
*This summative assessment addresses the essential question, What impact does fair trade have on communities?*

*I feel it's important to reinforce certain idiomatic expressions and also to practice the skill of summarizing the main point of a short, complex text. By using the jigsaw method, students reinforce one another as they negotiate meaning through each part of the activity.*

*At the beginning of the unit, I order a variety of chocolates from Zotter. While it's fun to participate in the smell and taste test, it's essential that the students understand fair trade and its impact on people's lives. During this activity, I'm able to visit each group and prompt, push, redirect, or encourage. I often get my best ideas when I move into the “coach” mode and watch and listen to the students. Taking notes and analyzing the activity pushes me to reflect and consider how I might improve protocol at that moment or in the future.*

### Essential Questions:

- ▼ How do our senses influence our perceptions? ▼ How is life influenced by cultural products, practices, and perspectives? ▼ How are aspects of identity discovered, developed, and expressed? ▼ What impact does fair trade have on communities?



Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Presentational Communication Written Interpersonal Communication		<b>Formative Assessment:</b>  Later, students take a picture of their group's chocolate and unique packaging, post it on VoiceThread, and create a spoken "critic's review," describing and rating their chocolate in comparison to the other chocolates they tried that day. Each student then comments on three other students' reviews, responding to his or her classmates' descriptions and opinions.
Written and Print Interpretive Communication Spoken Interpersonal Communication	<b>Web</b> „Wie Gerüche unser Leben beeinflussen“  „Die Macht der Gerüche“	<b>Instructional Activity:</b>  In pairs, before reading, students state, clarify, and defend opinions: <i>What are your favorite/least favorite smells, and why? What smells evoke a memory and/or imagery? To what extent do smells affect our decision making?</i> Students then read two articles, and in small groups, summarize what they have read and give personal examples of how smells have affected their decision making.
Audio, Visual, and Audiovisual Interpretive Communication	<b>DVD</b> „Dufte“	<b>Instructional Activity:</b>  As a class, we define, find synonyms for, and learn the parts of speech for the word <i>Dufte</i> . Students watch the short film, and then, in pairs, create a cause-effect flowchart of events demonstrating how the sense of smell influenced the outcome for each of the characters. In a journal entry, students write about an experience in their own lives when a scent influenced their decision making.
Spoken Presentational Communication	<b>Web</b> VoiceThread	<b>Summative Assessment:</b>  Students post an image in VoiceThread that represents a smell tied to a particular memory. Students describe the connection between smell and memory, and explain how the image they chose represents the memory. Next, students relate how that smell influenced their behavior, and how that event led to discovery, development, and expression of their identity.

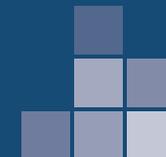
*Students summarize and present their experiences using personal expression. They also review and evaluate other students' experiences while strengthening their ability to explain, compare, give opinions, and detail pros and cons. I evaluate the VoiceThread entries based on depth, detail, and appropriate use of vocabulary and structures, so students receive feedback from both their classmates and the teacher. This information alerts me to areas that need further clarification and class discussion.*

*As in Unit 1, I focus on multiple modes of communication in my assessments. This assessment focuses on the following essential questions:*

- How do our senses influence our perceptions?
- How are aspects of identity discovered, developed, and expressed?

### Essential Questions:

- ▼ How do our senses influence our perceptions? ▼ How is life influenced by cultural products, practices, and perspectives? ▼ How are aspects of identity discovered, developed, and expressed? ▼ What impact does fair trade have on communities?



Learning Objectives	Materials	Instructional Activities and Assessments
Written Presentational Communication		<p><b>Summative Assessment:</b></p> <p>Students consider the senses of taste and smell that were integrated into the unit. Each student plans, develops, and writes a composition about a fictional or real “experience of the senses,” taking into account such questions as, <i>How do our senses influence our perceptions?</i> and <i>What combinations of senses make for powerful moments?</i></p>

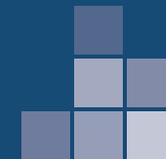
*This assessment addresses the following essential questions:*

- How do our senses influence our perceptions?
- How is life influenced by cultural products, practices, and perspectives?

**Essential Questions:**

- ▼ How do our senses influence our perceptions? ▼ How is life influenced by cultural products, practices, and perspectives? ▼ How are aspects of identity discovered, developed, and expressed? ▼ What impact does fair trade have on communities?

- Globalisierung
- Alltag
- Naturwissenschaft und Technologie



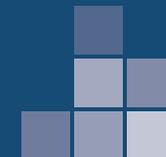
Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication Spoken Interpersonal Communication	<b>Web</b> „Welcher Stromtyp bist du?“ Der Grüne Punkt „Sind Sie ein guter Müllmann?“	<b>Instructional Activity:</b>  To start the unit, I introduce new vocabulary regarding recycling, reuse, and energy using pictures on the interactive whiteboard and the Der Grüne Punkt website. Next, students complete the questionnaire “Welcher Stromtyp bist du?” to identify and understand their own current energy use and habits. Students note idiomatic expressions and add vocabulary. I track student answers on the board to show our overall status and habits as energy consumers. Next, students take the online quiz “Sind Sie ein guter Müllmann?” to test their knowledge of how Germans recycle and reuse. Students compare their individual results in small groups, and create a Venn diagram to compare the reuse and recycling in Germany with that in the USA.
Audio, Visual, and Audiovisual Interpretive Communication	<b>Web</b> Goller, „Recycling: Wertvoller Müll“ „So viel Müll! Was passiert mit unserem Müll?“ Wigge, „Umweltbewußtsein“	<b>Formative Assessment:</b>  Using a teacher-created true-false and short-answer worksheet for the video and podcasts, students identify and show comprehension for what happens to waste in certain cases in Germany. Students listen to the podcast „Recycling: Wertvoller Müll“ by Sandra Goller and self-check their answers with the transcript. Next, students watch the videos „So viel Müll! Was passiert mit unserem Müll?“ and „Umweltbewußtsein.“ We review our answers as a class, and students write a journal entry summarizing the three sources.
Written and Print Interpretive Communication Written Interpersonal Communication	<b>Web</b> „Stadt Herford: Abfall“	<b>Instructional Activity:</b>  With a partner in a jigsaw activity, students visit the website of the German city of Herford (home of our partner school in Germany) to find information about its recycling and waste collection services and write questions and answers with respect to an assigned category. I collect the questions and answers, check for linguistic accuracy, and then create a master question bank for the class, which I post on my School Loop website. As a class, we go through the question bank; each jigsaw group is responsible for providing answers and elaboration to the class. Next, students write an email message to a GAPP German pen pal in Herford, paraphrasing questions from our bank to inquire how the German family uses, reuses, recycles, and/or conserves energy.

*The goals for this unit are to examine human consumption of natural resources, to consider how each of us can make changes in our daily behaviors to lessen our carbon footprints, and to learn about causes and effects of our behaviors on the planet.*

*Because a lot of information is provided, I feel it's necessary to ground the activity with a worksheet that focuses students on the main ideas and some specifics. The worksheet turns into a source of information to help guide the students in drafting their summaries. When I collect the journals, I gauge the extent to which the students are able to show what they have learned. The lesson is ideal for differentiation by assigning only one of the sources to be summarized, or in turn, by requiring students to compare and contrast each.*

**Essential Questions:**

- ▼ How is energy consumption measured, and how can consumption be reduced? ▼ What do countries do to promote alternative energy use, conservation, and recycling? ▼ How do developments in technology reduce energy use?



Learning Objectives	Materials	Instructional Activities and Assessments
Written Presentational Communication		<p><b>Formative Assessment:</b></p> <p>Informed by evidence and examples from the materials they have read and viewed, each student writes a letter to the mayor of Herford, explaining our findings thus far about the recycling and resource conservation in Germany. Students inquire about Herford's processes for waste disposal or recycling, and ask what challenges the mayor feels the Herford community faces with regard to waste.</p>
Written and Print Interpretive Communication	<p><b>Web</b></p> <p>„Footprint-Rechner: Ihr ökologischer Fussabdruck“</p>	<p><b>Instructional Activity:</b></p> <p>Students measure their carbon footprint via an online survey. While taking the survey, students write down new vocabulary and identify and reflect on key components of the carbon footprint in their journals, making note of recommendations from the <i>Footprint-rechner</i> to better conserve energy.</p>
<p>Audio, Visual, and Audiovisual Interpretive Communication</p> <p>Spoken Interpersonal Communication</p> <p>Spoken Presentational Communication</p>	<p><b>Web</b></p> <p>„Ressourcenschonung: UBA Kampagne ‚Faktor X: Beyond Climate Change‘ “ (Contains video of the short film <i>Beyond Climate Change: Flow</i>)</p>	<p><b>Instructional Activity:</b></p> <p>Due to the complexity of the short film <i>Beyond Climate Change: Flow</i>, I introduce new vocabulary, outline the topics covered, and ask students to predict the purpose and audience of the video before we begin. During and after the film, students in groups of three use butcher paper to list consequences of natural resource abuse along with recommendations for reducing consumption. On another sheet, students design an ideal city of the future. Each group shares their vision of an ideal city with the class.</p>
<p>Written and Print Interpretive Communication</p> <p>Audio, Visual, and Audiovisual Interpretive Communication</p>	<p><b>Web</b></p> <p>Plunkett, „Deutsche Schule Sharjah: Aus Müll wird Mode — Kleider aus Abfall zur Rettung der Erde“</p> <p>Stenull and Goller, „Recycling: Aus Alt macht Neu!“</p>	<p><b>Formative Assessment:</b></p> <p>Students read the article „Deutsche Schule Sharjah: Aus Müll wird Mode — Kleider aus Abfall zur Rettung der Erde“ and view the video „Recycling: Aus Alt macht Neu!“ Both of these identify ways people have turned trash into clothing, art, or practical items. In their journals, students summarize with supporting evidence how energy has been conserved and the environment protected.</p>

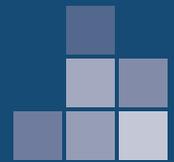
*This assessment provides me the opportunity to focus on letter writing. I work with students in helping them draft their letters, and note structures to reteach or review. For further feedback, students peer-review one another's letters as well.*

*The images and tone of this video are stark and severe throughout, but it ends on a hopeful note. By this point in the unit, students are aware of local and national challenges, and the scope continues to be broadened to the planet. During this activity, I want students to apply what they have learned thus far to synthesize their vision for the future.*

*I collect the journal entries and provide feedback with a rubric based on task completion, accuracy of main point, supporting details, and comprehensibility.*

### Essential Questions:

- ▼ How is energy consumption measured, and how can consumption be reduced? ▼ What do countries do to promote alternative energy use, conservation, and recycling? ▼ How do developments in technology reduce energy use?



Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication Spoken Presentational Communication	<b>Web</b> „IZT-Kurzfilmwettbewerb: GreenTube“ „Aufgeheizt“ Genz, „Die Arktis schmilzt“	<b>Summative Assessment:</b> Students research the two competitions (Aufgeheizt and IZT-Kurzfilmwettbewerb) and answer true/false and comprehension questions. In small groups, students select one of the competitions and create a video following the criteria stated. As an example, students view the award-winning student-produced video „Die Arktis schmilzt.“ Students post their completed videos on YouTube.
Audio, Visual, and Audiovisual Interpretive Communication Spoken Presentational Communication	<b>Web</b> „BMU-Kinderseite — Für Lehrkräfte“ „Mediathek“ „Erneuerbare Energien“ „Bundesministerium für Umwelt — Info“	<b>Summative Assessment:</b> Students research articles, graphs, opinion polls, graphics, photographs, and/or videos from these or similar websites to gather information and then create presentations to give at an “environmental world congress” to promote recycling and energy saving. Presentations should focus on ideas that could be implemented at school to lessen our collective carbon footprint. From a project menu based on the cognitive domain and multiple intelligences, students select from multimedia presentations, role-play panels, talk-show interviews, animations using the online tool goanimate.com, creation of artwork or clothing out of trash, and/or an initiative flyer/brochure with accompanying persuasive speech.

*As in Units 1 and 3, I focus on different modes of communication at the end of this unit. Here the focus is on the development of a video-based presentation that reaches the community beyond the classroom. Students consider the essential question, What do countries do to promote alternative energy use, conservation, and recycling?*

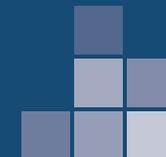
*The focus of this assessment is on spoken presentational communication from research. By using a project menu, students play to their strengths in the presentational mode. The two essential questions are addressed:*

- What do countries do to promote alternative energy use, conservation, and recycling?
- How do developments in technology reduce energy use?

### Essential Questions:

- ▼ How is energy consumption measured, and how can consumption be reduced? ▼ What do countries do to promote alternative energy use, conservation, and recycling? ▼ How do developments in technology reduce energy use?

- Schönheit und Ästhetik
- Persönliche und öffentliche Identität
- Alltag



Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication	<b>Web</b> SurveyMonkey  „Musik in meinem Leben“	<b>Instructional Activity:</b>  Students first take an online survey about their music interests and opinions. I compile, show, and explain results and identify trends with the class. In small groups, students discuss questions, request information, and state and support opinions while reviewing and learning music vocabulary in the online worksheet „Musik in meinem Leben.“ Next, students brainstorm answers for the essential questions using graphic organizers, considering rhythm, melody, harmony, and form. Students share their findings with the class, and I write them on the interactive whiteboard. Students take notes in their journals for reference during the unit.
Audio, Visual, and Audiovisual Interpretive Communication  Spoken Interpersonal Communication	<b>Web</b> Phillip Poisel, „Wo fängt dein Himmel an?“  Peter Fox, „Haus am See“	<b>Instructional Activity:</b>  Students form small groups and create <i>Wortigel</i> , or word webs, based on the song titles, brainstorm what each song could be about, then present their ideas to the class. Next, students listen critically to the songs with audio only. With a partner, they identify and discuss the main idea, the songwriter’s point of view, supporting details, the tone and mood, and express opinions about whether the music is good and how the music makes them feel. Next, we add the videos and discuss whether the videos confirm or change initial perceptions.
Audio, Visual, and Audiovisual Interpretive Communication  Written and Print Presentational Communication	<b>Web</b> “Peter Fox” (podcast)  Phillip Poisel, „Wo fängt dein Himmel an?“ (PDF)	<b>Formative Assessment:</b>  Students listen to a podcast biography about Peter Fox, read a biography of Phillip Poisel, and participate in a directed question-and-answer session. Students write journal reflections explaining musical styles, giving their opinions about the music, and analyzing how the two artists’ music might have been shaped by their culture and life experiences. In small groups, students discuss their journal entries and provide feedback to one another.

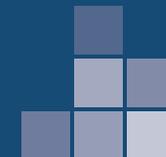
*The interest in this unit starts and remains high. I want students to research and discover the diversity of music created in the German-speaking countries, and to find a personally appealing artist or group. By this point in their study of German, many students already have an artist or group in mind. Music lyrics contain current usages, idioms, and messages, all of which enhance students’ language skills.*

*The Goethe-Institut’s terrific Step into German website offers music videos and teaching materials. I like using music from this site because the Goethe-Institut often provides teacher-ready resources for levels A2 and B1 (and all of the songs are prescreened). In all levels of instruction, I frequently use music to introduce lessons or units because it inspires immediate interest and can showcase structures, themes, or perspectives found in the unit.*

*I differentiate instruction by proficiencies, asking the AP students to lead the group discussions. I visit each table to evaluate the efficacy of the writing and discussions, taking notes on topics to revisit. When necessary, I stop the entire class discussion to ask probing questions or refocus. As a metacognitive “fly on the wall,” I often get my best ideas for future instruction in this format. An essential element of my practice is postactivity feedback from students.*

### Essential Questions:

- ▼ What is good music? ▼ Why is music important, and what is its purpose in our lives? ▼ In what ways does music reflect and shape culture? ▼ How does music represent cultural practices and perspectives?

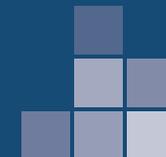


Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication Written Interpersonal Communication	<b>Web</b> „Musik: Sag mir was du hörst, und ich sag dir wer du bist?“	<b>Instructional Activity:</b> An important question that drives our discussions in this unit is, <i>How does the music you listen to reflect your identity?</i> Students read several responses on Talkteria, an online chat forum, and write and justify their own opinions in our class Wiki. Students explain the role of music in their own lives and state the extent to which their music reflects their identities, influences their friendships, and affects their perspectives. Students read classmates' postings and provide feedback, giving their own opinions and justification thereof.
Written and Print Interpretive Communication Spoken Interpersonal Communication	<b>Web</b> Decker-Voigt, „Musik beeinflusst Leib und Seele“ Carstens, Interview: „Musik hilft und heilt“ “Warum ist Musik für die Entwicklung der Kinder so wichtig?“	<b>Instructional Activity:</b> In this jigsaw reading activity, in groups of three, each student reads one of three articles that focus on music and the brain. I provide a very brief introduction for each article as a frontloading activity to improve comprehension. Students take notes, identifying the main idea and key supporting details. Next, each student demonstrates comprehension by paraphrasing the article to the other two. Students exchange information and ask clarifying questions to make sure they understand the gist and key supporting details of each article.
Audio, Visual, and Audiovisual Interpretive Communication Spoken Interpersonal Communication	<b>Web</b> „Eurovision Song Contest: Baku 2012“ „Eurovision Song Contest 2011“	<b>Instructional Activity:</b> I introduce the class to the Eurovision song contest website and identify and explain the distinguishing features of the contest, such as format, past winners, participating countries, point and voting system, and the main historical events. Students begin to fill out a teacher-created fact sheet. Next, in a classroom discussion, we compare Eurovision with popular talent shows in the U.S. For homework, students complete the fact sheet by researching the Eurovision <i>Länderporträt</i> of each D-A-CH country, the current year's representative, and his or her accompanying video. Students write a summary paragraph for each.

*Students usually express doubt that music choices reflect one's identity, but as we read the comments, students realize the extent to which music is a mirror and window to the self. I think this activity is important because it addresses the theme of personal and public identity with consideration for self-awareness, often an elusive perspective for teenagers.*

### Essential Questions:

- ▼ What is good music? ▼ Why is music important, and what is its purpose in our lives? ▼ In what ways does music reflect and shape culture? ▼ How does music represent cultural practices and perspectives?

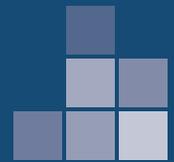


Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Presentational Communication  Audio, Visual, and Audiovisual Interpretive Communication		<p><b>Summative Assessment:</b></p> <p>To conclude this unit, students research a German song they like and create a multimedia presentation that answers the essential question, <i>What is good music?</i> They play the song (and/or video) for the class, provide biographical information about the artist, summarize the lyrics, and discuss a favorite verse. Finally, students explain how the song expresses aspects of their own identities and why it is “good music.” In a format similar to the Eurovision song contest, students critique each presentation. After we have finished the presentations, students vote for the top three, and I award prizes to the winners.</p>

*In order to continually introduce new music to the classroom, we schedule a presentation each Monday and Friday for the remainder of the school year. Students make connections to the curriculum or to their own lives through the music. I find that students discover, share, discuss, and enjoy the music outside the classroom.*

**Essential Questions:** ▼ What is good music? ▼ Why is music important, and what is its purpose in our lives? ▼ In what ways does music reflect and shape culture? ▼ How does music represent cultural practices and perspectives?

- Alltag
- Globalisierung
- Familie und Gemeinschaft
- Persönliche und öffentliche Identität



Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication Audio, Visual, and Audiovisual Interpretive Communication	<b>Web</b> Paul van Dyk and Peter Heppner, „Wir sind wir“	<b>Instructional Activity:</b> Students brainstorm everything they know about events in Germany in the 20th century, and we create a class time line on the interactive whiteboard. They examine pictures from the video and attempt to identify each event based on a list I provide. We listen to the song while watching the video and attempt to match verses with events. I give background information on each picture and event, and we add these to the time line.
Written and Print Interpretive Communication Audio, Visual, and Audiovisual Interpretive Communication	<b>Textbook</b> Funk, <i>Geni@! Kursbuch B1</i> , Einheit 6: Geschichte	<b>Instructional Activity:</b> Students read about significant events of 20th-century Germany and apply them to the time line. We listen to an interview about a woman describing everyday life during historic 20th-century events. Students identify and understand events in her life and consider how the century's events affected individuals.
Written and Print Interpretive Communication	<b>Literature</b> Posener, <i>Olli aus Ossiland</i>  Bruckner, Nöstlinger, and Welsh, <i>Damals war ich vierzehn</i>	<b>Instructional Activity:</b> Students read the novel <i>Olli aus Ossiland</i> . In addition, AP students read selections from <i>Damals war ich vierzehn</i> , which contains recollections of the authors' childhood experiences during World War II. The powerful narrations illustrate how wartime affects children's lives. Initially, readings and story mapping (see below) are done in class. Later, students read and complete the maps as homework and we discuss each chapter at the beginning of the next class period.
Spoken Interpersonal Communication Written Presentational Communication		<b>Formative Assessment:</b> While reading the novels, students use reciprocal reading techniques and develop story maps to identify and comprehend events and analyze the setting, plot, characters, and cause-effect relationships. They compile these notes in their journals. At the end of each chapter, they write a concise summary using the new vocabulary and then predict future events. Students construct a Venn diagram to track similarities and differences in east and west with <i>Olli aus Ossiland</i> .

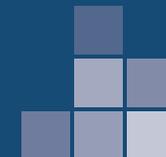
*Tapping into prior knowledge helps students review history and helps inform my instructional decisions for this unit. The song and accompanying video captivate student interest through its exceptional choice of 20th-century images. By providing images as concrete examples, students relate to and more readily understand the topic.*

*Since a fair number of my students are of Vietnamese heritage, they take particular interest in Olli aus Ossiland.*

*Collecting and examining journals connects me to the students' learning and comprehension and enables me to give encouragement, specify areas for improvement, and understand how I might modify my instruction. This includes revisiting structures, reexamining plot events, and providing additional cultural and/or historical information for the class.*

### Essential Questions:

- ▼ What was everyday life like for Germans in different times and places in the 20th century? ▼ How did the people in the BRD and DDR define quality of life? ▼ How were citizens in 20th-century Germany influenced by cultural products, practices, and perspectives? ▼ In what ways does Germany deal with remembrance of and accountability for its past to influence its future?



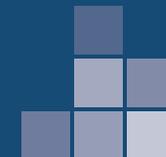
Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication  Spoken Interpersonal Communication	<b>DVD</b> <i>Good Bye, Lenin!</i>	<b>Instructional Activity:</b>  Students view the film <i>Good Bye, Lenin!</i> While doing so, they generate character maps to identify and track character actions, analyze whether they are static or dynamic, and observe how other characters react. Because so much is changing due to the reunification, students work in groups to outline the changes in opinion, perception, and perspective that each of the characters experiences. As a class, we analyze how the changes that came with reunification affect the characters.
Written and Print Interpersonal Communication		<b>Formative Assessment:</b>  Drawing on and applying ideas and events from <i>Olli aus Ossiland</i> and <i>Good Bye, Lenin!</i> , students imagine they grew up in the DDR, but were somehow brought by their parents to the BRD. After being in the BRD for one year, students write a letter to their best friend in the DDR, comparing and contrasting the two countries and explaining the pros and cons of each country. Students exchange their letters with a partner in class, who now acts as the friend in the DDR and writes a return letter agreeing with and/or challenging the friend in the BRD.
Audio, Visual, and Audiovisual Interpretive Communication	<b>Web</b> Willmroth, „DDR-Märken Schluss mit Ostalgie“  „Geschichte zum anfassen! Das Mitmach-Museum für Groß & Klein“	<b>Instructional Activity:</b>  We discuss the topic “ <i>Ostalgie</i> ” and examine photographs and history of DDR products. Students tour the DDR Museum virtually, watch the exhibition video, identify objects from everyday life, and understand the purpose of the DDR Museum. In a class discussion, we identify 10 products from <i>Good Bye Lenin!</i> , <i>Olli aus Ossiland</i> , or other sources and compose questions about each product that we hope will uncover the practices and perspectives behind each.
Spoken Interpersonal Communication		<b>Instructional Activity:</b>  Students post the questions we identified in the previous activity in VoiceThread. A colleague in our GAPP partner school who grew up in the DDR answers our questions, elaborating on the practices and perspectives behind each product. Students have the opportunity to ask further follow-up questions that provide more background information.

*I give feedback to each individual privately, and evaluate the extent to which students are able to provide accurate information in comparing and contrasting the DDR and BRD and the benefits and drawbacks of each. I feel it's important to provide students the opportunity to make their own determination about life in the east and west. One of my goals with this unit is to help students establish better-informed and more fairly portrayed perspectives about life in the former DDR.*

*The goal of this activity is for students to learn about personal history, everyday life, and cultural products via questions they have created.*

### Essential Questions:

- ▼ What was everyday life like for Germans in different times and places in the 20th century? ▼ How did the people in the BRD and DDR define quality of life? ▼ How were citizens in 20th-century Germany influenced by cultural products, practices, and perspectives? ▼ In what ways does Germany deal with remembrance of and accountability for its past to influence its future?



Learning Objectives	Materials	Instructional Activities and Assessments
Written Presentational Communication	<b>DVD</b> <i>Good Bye, Lenin!</i>	<b>Summative Assessment:</b> Using the RAFT essay format, students write a reflective journal entry in the form of a letter to another character about future plans from the perspective of the main character, the father, or the mother from the film <i>Good Bye, Lenin!</i>
Spoken Presentational Communication	<b>DVD</b> <i>Good Bye, Lenin!</i> <b>Literature</b> Posener, <i>Olli aus Ossiland</i>	<b>Summative Assessment:</b> Students plan, write, and produce a talk show with moderator, role-playing the characters from <i>Good Bye, Lenin!</i> or <i>Olli aus Ossiland</i> . Students create questions and provide appropriate responses regarding everyday life, as well as character responses that show understanding of the cultural products, practices, and perspectives portrayed.

*As in other units, I focus on more than one type of communication in the assessments. This summative assessment addresses the following essential questions:*

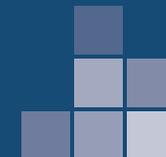
- What was everyday life like for Germans in different times and places in the 20th century?
- How did the people in the BRD and DDR define quality of life?

*This summative assessment revisits and deepens the understanding of the following essential questions:*

- What was everyday life like for Germans in different periods and places in the 20th century?
- How did the people in the BRD and DDR define quality of life?

### Essential Questions:

- ▼ What was everyday life like for Germans in different times and places in the 20th century?
- ▼ How did the people in the BRD and DDR define quality of life?
- ▼ How were citizens in 20th-century Germany influenced by cultural products, practices, and perspectives?
- ▼ In what ways does Germany deal with remembrance of and accountability for its past to influence its future?



## General Resources

- Deutsche Presse-Agentur. Accessed February 29, 2012. <http://dpa.de/>.
- FOCUS Online. Accessed February 29, 2012. [www.focus.de](http://www.focus.de).
- Goethe-Institut. Accessed February 29, 2012. [www.goethe.de](http://www.goethe.de).
- Klapper, John, and Trudi McMahon, eds. *Neue kommunikative Grammatik: A Communicative Grammar Worktext with Written and Oral Practice*. New York: McGraw-Hill, 1998.
- Rankin, Jamie, and Larry D. Wells. *Handbuch zur deutschen Grammatik*. 5th ed. Boston: Cengage Learning, 2011.
- Reading Rockets. Accessed February 29, 2012. [www.readingrockets.org](http://www.readingrockets.org).
- Spiegel Online. Accessed February 29, 2012. [www.spiegel.de](http://www.spiegel.de).
- SurveyMonkey. Accessed February 20, 2012. [www.surveymonkey.com](http://www.surveymonkey.com).
- VoiceThread. Accessed February 29, 2012. <http://VoiceThread.com>.
- ZDF Mediathek. Accessed February 29, 2012. [www.zdf.de/ZDFmediathek](http://www.zdf.de/ZDFmediathek).

## Unit 1 Resources

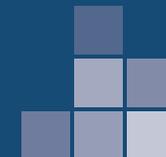
- Almanya: Willkommen in Deutschland*. Directed by Yasemin Samdereli. Concorde Home Entertainment, 2011. DVD.
- Gun, Alpa. „Ausländer.“ Music video, 4:20. Posted May 4, 2007. [www.youtube.com/watch?v=7uoGKvE\\_xkY](http://www.youtube.com/watch?v=7uoGKvE_xkY).
- Gündisch, Karin. *Das Paradies liegt in Amerika: eine Auswanderergeschichte*. Weinheim: Beltz & Gelberg, 2000.
- Hauke, Ursula. „Papa hat nichts gegen Italiener.“ In *Papa, Charly hat gesagt ...*, 33–47. Reinbek bei Hamburg: Rowohlt, 1988.
- Muhabbet. „Ich will nicht gehn.“ Music video, 3:18. Posted March 7, 2008. [www.metacafe.com/watch/1143603/muhabbet\\_ich\\_will\\_nicht\\_gehn/](http://www.metacafe.com/watch/1143603/muhabbet_ich_will_nicht_gehn/).
- „Papa hat nichts gegen Italiener.“ Arbeitsblatt. Accessed February 29, 2012. [www.nkjociechanow.edu.pl/images/papa\\_hat\\_nichts\\_gegen\\_italiener\\_3.pdf](http://www.nkjociechanow.edu.pl/images/papa_hat_nichts_gegen_italiener_3.pdf).
- „Bayerische Türken, anatolische Berliner“ *Spiegel Online*. Accessed February 29, 2012. [www.spiegel.de/politik/deutschland/0,1518,535233,00.html](http://www.spiegel.de/politik/deutschland/0,1518,535233,00.html).

## Unit 2 Resources

- „Computerfreier Tag.“ ZDF tivi Videos. ZVftivi. Posted June 22, 2010. [www.tivi.de/tiviVideos/beitrag/Computerfreier+Tag/1074458](http://www.tivi.de/tiviVideos/beitrag/Computerfreier+Tag/1074458).
- „Das Geheimnis des Erfolgs.“ WDR. Video, 9:55. Originally broadcast September 6, 2011. [www.wdr.de/tv/quarks/sendungsbeitraege/2011/0906/003\\_lehrer.jsp?mid=441924](http://www.wdr.de/tv/quarks/sendungsbeitraege/2011/0906/003_lehrer.jsp?mid=441924).
- „Gregors größte Erfindung.“ Directed by Johannes Kiefer. In *Kurz & Gut macht Schule*. Goethe-Institut Boston: Filmakademie Baden-Württemberg, 2001. DVD.
- Jugend forscht Online. Accessed February 29, 2012. [www.jugend-forscht.de/](http://www.jugend-forscht.de/).
- Limbach, Jutta. *100 Köpfe von morgen: Die Zukunft im Land der Ideen*. Königswinter: Heel, 2006.
- Madsen. „Du schreibst Geschichte“ Music video, 3:11. Accessed March 7, 2012. [www.goethe.de/ins/us/saf/prj/sig/mus/otg/son/vid/en8006911.htm](http://www.goethe.de/ins/us/saf/prj/sig/mus/otg/son/vid/en8006911.htm).
- „Sie veränderten die Welt: Ein PC im Haushalt gehört bei vielen zum Standard.“ 3sat. Last updated June 22, 2010. [www.3sat.de/page/?source=/nano/technik/140984/index.html](http://www.3sat.de/page/?source=/nano/technik/140984/index.html).

## Unit 3 Resources

- „Bio und Fair.“ Zotter Schokoladen Manufaktur GmbH. Accessed February 28, 2012. [www.zotter.at/de/das-ist-zotter/bio-und-fair.html](http://www.zotter.at/de/das-ist-zotter/bio-und-fair.html).
- „Die Macht der Gerüche.“ Frankfurter Rundschau. September 9, 2008. [www.fr-online.de/wissenschaft/geruchsforschung-die-macht-der-gerueche,1472788,3260116.html](http://www.fr-online.de/wissenschaft/geruchsforschung-die-macht-der-gerueche,1472788,3260116.html).
- „Duft.“ Directed by Ingo Rasper. In *Kurz & Gut macht Schule*. Goethe-Institut Boston: Filmakademie Baden-Württemberg, 2001. DVD.
- „FAIRTRADE Kaffee aus Peru.“ Fairtrade Austria. YouTube video, 7:26. Posted June 16, 2008. [www.youtube.com/watch?v=wGz1aD\\_JhQM](http://www.youtube.com/watch?v=wGz1aD_JhQM).
- „FAIRTRADE Schokolade aus Österreich.“ Fairtrade Austria. YouTube video, 1:19. Posted July 18, 2008. [www.youtube.com/watch?v=B1n-rRL8Kbs](http://www.youtube.com/watch?v=B1n-rRL8Kbs).
- „Global.Fair — Fairtrade verbindet Menschen.“ Fairtrade Deutschland. YouTube video, 5:31. Posted July 23, 2010. [www.youtube.com/watch?feature=player\\_embedded&v=Hj4365mEQPg](http://www.youtube.com/watch?feature=player_embedded&v=Hj4365mEQPg).
- „Schokolade — Gute Laune kann man essen.“ *Gesundheit.de*. Accessed February 28, 2012. [www.gesundheit.de/medizin/psychologie/gesunde-seele/schokolade-gute-laune-kann-man-essen](http://www.gesundheit.de/medizin/psychologie/gesunde-seele/schokolade-gute-laune-kann-man-essen).



- „Schokolade — Hebt die Stimmung.“ *Gesundheit.de*. Accessed February 28, 2012. (To access the article, go to [www.gesundheit.de/suche/inhalt/schokolade](http://www.gesundheit.de/suche/inhalt/schokolade) and scroll down to „Schokolade — Hebt die Stimmung.“)
- „Schuften für Schokolade.“ Video, 5:49. Posted April 1, 2010. Mediathek. 3Sat. Accessed January 5, 2012. [www.3sat.de/mediathek/?mode=play&obj=17898](http://www.3sat.de/mediathek/?mode=play&obj=17898).
- Thoma, Leonhard. „Der Hundetraum.“ In *Der Hundetraum und andere Verwirrungen*. 2. Aufl. ed., 3–8. München: Max Huber Verlag, 2001.
- „Was ist Fairtrade?“ Fairtrade Deutschland. Accessed February 27, 2012. [www.fairtrade-deutschland.de/ueber-fairtrade/was-ist-fairtrade/](http://www.fairtrade-deutschland.de/ueber-fairtrade/was-ist-fairtrade/).
- „Wie Gerüche unser Leben beeinflussen.“ Monheimer Institut. March 30, 2007. [www.monheimerinstitut.com/research\\_insights/wie\\_geruche\\_unser\\_leben\\_beeinflussen.html](http://www.monheimerinstitut.com/research_insights/wie_geruche_unser_leben_beeinflussen.html).
- Wise Guys. „Meine Heiße Libe.“ From *Skandal*. The Record Company, 2002. Compact Disc.

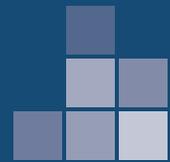
## Unit 4 Resources

- „Aufgeheizt.“ Potsdam Institut für Klimafolgenforschung. Accessed February 28, 2012. [www.aufgeheizt.org](http://www.aufgeheizt.org).
- „BMU-Kinderseite — Für Lehrkräfte.“ Bundesministerium für Umwelt, Naturschutz, und Reaktorsicherheit. Accessed February 28, 2012. [www.bmu-kids.de/Lehrer/index.php](http://www.bmu-kids.de/Lehrer/index.php).
- Bundesministerium für Umwelt — Info. Accessed March 7, 2012. [www.bmu.de/bildungsservice/aktuell/6807.php](http://www.bmu.de/bildungsservice/aktuell/6807.php).
- „Der Grüne Punkt.“ Der Grüne Punkt — Duales System Deutschland GmbH. Accessed February 28, 2012. [www.gruener-punkt.de/](http://www.gruener-punkt.de/).
- „Erneuerbare Energien.“ Accessed March 7, 2012. [www.erneuerbare-energien.de/inhalt/](http://www.erneuerbare-energien.de/inhalt/)
- „Footprint-Rechner: Ihr ökologischer Fussabdruck.“ WWF Schweiz. Accessed February 28, 2012. [www.wwf.ch/de/tun/tipps\\_fur\\_den\\_alltag/footprintrechner/](http://www.wwf.ch/de/tun/tipps_fur_den_alltag/footprintrechner/).
- Genz, Pia. „Die Arktis schmilzt.“ YouTube video, 4:24. Posted June 15, 2009. [www.youtube.com/watch?v=AuUnPOXQDk8](http://www.youtube.com/watch?v=AuUnPOXQDk8).
- Goller, Sandra. „Recycling: Wertvoller Müll.“ Kindernetz. Podcast audio. Last updated August 4, 2011. [www.kindernetz.de/infonetz/thema/muell/recycling/-/id=185626/nid=185626/did=119396/1coy2ma/index.html](http://www.kindernetz.de/infonetz/thema/muell/recycling/-/id=185626/nid=185626/did=119396/1coy2ma/index.html).
- „IZT-Kurzfilmwettbewerb: GreenITube.“ Institut für Zukunftsstudien und Technologiebewertung-IZT. Accessed February 28, 2012. [www.izt.de/izt-im-ueberblick/profil/izt-kurzfilmwettbewerb](http://www.izt.de/izt-im-ueberblick/profil/izt-kurzfilmwettbewerb).

- „Mediathek.“ Bundesministerium für Umwelt, Naturschutz, und Reaktorsicherheit. Accessed February 28, 2012. [www.bmu.de/mediathek/doc/41072.php](http://www.bmu.de/mediathek/doc/41072.php).
- Plunkett, Jane. „Deutsche Schule Sharjah: Aus Müll wird Mode — Kleider aus Abfall zur Rettung der Erde.“ Die Zentralstelle für das Auslandsschulwesen (ZfA) des Bundesverwaltungsamtes. March 17, 2009. (Original article published in the newspaper *7Days*, Dubai, February 15, 2009.) [www.auslandsschulwesen.de/cln\\_100/nn\\_388320/Auslandsschulwesen/NeuesausderZfA/2009/DS\\_20SharjaMuell.html?\\_\\_nnn=true](http://www.auslandsschulwesen.de/cln_100/nn_388320/Auslandsschulwesen/NeuesausderZfA/2009/DS_20SharjaMuell.html?__nnn=true).
- „Ressourcenschonung: UBA Kampagne ‚Faktor X: Beyond Climate Change‘ “ Umweltbundesamt für Mensch und Umwelt. Last updated October 8, 2010. [www.umweltbundesamt.de/ressourcen/faktor-x/ressourcenkurzfilm.htm](http://www.umweltbundesamt.de/ressourcen/faktor-x/ressourcenkurzfilm.htm). (Contains video of the short film *Beyond Climate Change: Flow*.)
- „Sind Sie ein guter Müllmann?“ *Spiegel Online*. Accessed March 7, 2012. [www1.spiegel.de/active/quiztool/fcgi/quiztool.fcgi?id=52793](http://www1.spiegel.de/active/quiztool/fcgi/quiztool.fcgi?id=52793).
- „So viel Müll! Was passiert mit unserem Müll?“ Kindernetz. Video. Last updated August 4, 2011. [www.kindernetz.de/infonetz/thema/muell/-/id=185628/1wr3k43/index.html](http://www.kindernetz.de/infonetz/thema/muell/-/id=185628/1wr3k43/index.html).
- „Stadt Herford: Abfall.“ Accessed February 28, 2012. [www.herford.de/index.php?La=1&NavID=2044.142&object=tx|2044.433.1&kat=&kuo=1&sub=0](http://www.herford.de/index.php?La=1&NavID=2044.142&object=tx|2044.433.1&kat=&kuo=1&sub=0).
- Stenull, Cornelia, and Sandra Goller. „Recycling: Aus Alt macht Neu!“ Kindernetz. Video. August 4, 2011. [www.kindernetz.de/infonetz/thema/muell/recyclinggalerie/-/id=185626/nid=185626/did=119930/1d7z5ij/index.html](http://www.kindernetz.de/infonetz/thema/muell/recyclinggalerie/-/id=185626/nid=185626/did=119930/1d7z5ij/index.html).
- „Welcher Stromtyp bist du?“ Stadtwerke Aachen Aktiengesellschaft. Accessed February 28, 2012. <http://energieeffizienz.stawag.de/1927.0.html>.
- Wigge, Michael. „Umweltbewußtsein.“ *Euromaxx: Die Wahrheit über Deutschland* 38. Deutsche Welle. April 5, 2008. Podcast video. Posted May 6, 2008. [www.youtube.com/watch?v=2lXrhQe6Sss](http://www.youtube.com/watch?v=2lXrhQe6Sss).

## Unit 5 Resources

- Carstens, Peter. Interview: „Musik hilft und heilt.“ *GEO Magazine*, no. 11/03: Macht Musik den Menschen besser? Accessed February 28, 2012. [www.geo.de/GEO/mensch/medizin/1617.html?p=1](http://www.geo.de/GEO/mensch/medizin/1617.html?p=1).
- Decker-Voigt, Hans-Helmut. „Musik beeinflusst Leib und Seele.“ *Forschung und Technik. FOCUS Magazine*, no. 41 (1996). [www.focus.de/wissen/wissenschaft/forschung-und-technik-musik-beeinflusst-leib-und-seele\\_aid\\_160115.html](http://www.focus.de/wissen/wissenschaft/forschung-und-technik-musik-beeinflusst-leib-und-seele_aid_160115.html).
- „Eurovision Song Contest: Baku 2012.“ Accessed February 29, 2012. [www.eurovision.de/](http://www.eurovision.de/).



- „Eurovision Song Contest 2011.“ ZDFmediathek. Video, 3:47. Accessed February 29, 2012. [www.zdf.de/ZDFmediathek/#/beitrag/video/1335258/Eurovision-Song-Contest-2011](http://www.zdf.de/ZDFmediathek/#/beitrag/video/1335258/Eurovision-Song-Contest-2011).
- Fox, Peter. „Haus am see.“ Music video. Peter Fox — Die offizielle Homepage. Accessed March 7, 2012. [www.peterfox.de/](http://www.peterfox.de/). (To access the video, select “Visuals” and then scroll down to “Haus am see.”)
- „Musik in meinem Leben.“ Step into German: For Teachers: Teaching Materials Music. Goethe-Institut. PDF. [www.goethe.de/ins/us/saf/pro/stepintogerman/dmu/Musik\\_meinem\\_Leben.pdf](http://www.goethe.de/ins/us/saf/pro/stepintogerman/dmu/Musik_meinem_Leben.pdf).
- „Musik: Sag mir was du hörst, und ich sag dir wer du bist?“ Talkteria Forum. September 23, 2008. [www.talkteria.de/forum/topic-39552.html](http://www.talkteria.de/forum/topic-39552.html).
- “Peter Fox.” Podcast audio. May 2011. Step into German: Music: The Sound of Germany. Accessed March 7, 2012. (Scroll down for Peter Fox podcast, quiz, and podcast transcript.) [www.goethe.de/ins/us/saf/prj/sig/mus/sog/enindex.htm](http://www.goethe.de/ins/us/saf/prj/sig/mus/sog/enindex.htm).
- Poisel, Phillip. „Wo fängt dein Himmel an?“ Goethe-Institut. Music video. Accessed February 28, 2012. [www.goethe.de/ins/us/saf/prj/sig/mus/mcv/en7118058.htm](http://www.goethe.de/ins/us/saf/prj/sig/mus/mcv/en7118058.htm).
- Poisel, Phillip. „Wo fängt dein Himmel an?“ Goethe-Institut. PDF. Accessed February 28, 2012. [www.goethe.de/ins/us/saf/pro/stepintogerman/dmu/Philipp\\_Poisel.pdf](http://www.goethe.de/ins/us/saf/pro/stepintogerman/dmu/Philipp_Poisel.pdf).
- “Warum ist Musik für die Entwicklung der Kinder so wichtig?“ *Familien-Team* (blog). November 16, 2010. <http://blog.univerma.de/2010/11/warum-ist-musik-fur-die-entwicklung-der-kinder-so-wichtig/>.

## Supplementary Resources

- Burke, Jim. “103 Things to Do Before/During/After Reading.” Reading Comprehension & Language Arts Teaching Strategies for Kids. Accessed November 26, 2011. [www.readingrockets.org/article/82/](http://www.readingrockets.org/article/82/).

## Unit 6 Resources

- Bruckner, Winfried, Christine Nostlinger, and Renate Welsh. *Damals war ich vierzehn*. Ravensburg: Ravensburger Verlag, 2006.
- Funk, Hermann. *Geni@! Kursbuch B1*. Berlin: Langenscheidt, 2004.
- „Geschichte zum anfassen! Das Mitmach-Museum für Groß & Klein.“ DDR Museum: Ausstellung. Video, 7:20. Accessed February 29, 2012. [www.ddr-museum.de/de/ausstellung/](http://www.ddr-museum.de/de/ausstellung/).
- Good Bye, Lenin!* Directed by Wolfgang Becker. 2003. Special ed. Culver City, CA: Sony Pictures Classics, 2004. DVD.
- Posener, Alan. *Olli aus Ossiland*. Stuttgart: Klett, 1997.

- Willmroth, Jan. „DDR-Marken: Schluss mit Ostalgie.“ *Spiegel Online*. October 3, 2011. [www.spiegel.de/wirtschaft/unternehmen/0,1518,718647,00.html](http://www.spiegel.de/wirtschaft/unternehmen/0,1518,718647,00.html).
- Van Dyk, Paul, and Peter Heppner. „Wir Sind Wir.“ Goethe-Institut. Music video, 3:46. Accessed March 20, 2012. [www.goethe.de/ins/us/saf/prj/sig/mus/mcv/en7114076.htm](http://www.goethe.de/ins/us/saf/prj/sig/mus/mcv/en7114076.htm).

## Supplementary Resources

- „Die Deutsche Wiedervereinigung: Good Bye, Lenin! — der Trailer zum Film.“ JETZT Deutsch Lernen. Goethe-Institut. Accessed March 7, 2012. [www.goethe.de/Z/jetzt/dejart52/dejvid52/dejpr52b.htm](http://www.goethe.de/Z/jetzt/dejart52/dejvid52/dejpr52b.htm).
- „Good Bye, Lenin! Aufgabenindex.“ Accessed February 29, 2012. [www.tyskforlaget.dk/GoodByeLenin/GoodbyeAUFGABENINDEX.html](http://www.tyskforlaget.dk/GoodByeLenin/GoodbyeAUFGABENINDEX.html).