



## Syllabus Development Guide: AP German Language

**To the AP teacher:** Please take full advantage of this guide. It is designed to support you as you develop your syllabus for the AP Course Audit. The guide contains the following sections and information:

<b>Curricular Requirements</b>	The curricular requirements are the core elements of the course. Your syllabus must provide clear evidence that each requirement is fully addressed in your course.	<b>Important Considerations</b>	Aligned with the Evaluation Guidelines, these statements provide advice on the type of evidence your syllabus should include.
<b>Scoring Components</b>	Some curricular requirements consist of complex, multi-part statements. These particular requirements are broken down into their component parts and restated as “scoring components”. Reviewers will look for evidence that each scoring component is included in your course.	<b>Reference</b>	As appropriate, references to specific sections of the official AP Course Description or other pertinent publications are included here.
<b>Key Terms</b>	To ensure the clarity of certain terms or expressions that may have multiple meanings, each of these terms is clearly defined.	<b>Samples of Evidence</b>	For each scoring component, three separate samples of evidence are provided. These statements provide either verbatim samples from actual authorized syllabi or clear descriptions of what acceptable evidence should look like.
<b>Evaluation Guidelines</b>	These are the exact guidelines used by reviewers as they evaluate the evidence in your syllabus. Use these to interpret any requirement you may find ambiguous.		

Curricular Requirements	Scoring Components, Key Terms, Evaluation Guidelines, Important Considerations, References and Samples of Evidence			
<p><b>Curricular Requirement 1:</b> The teacher uses German almost exclusively in class and encourages students to do likewise.</p>	<p><b>Scoring Component 1*:</b> The teacher uses German almost exclusively in class and encourages students to do likewise.</p>			
	<p><b>*Note Each Curricular Requirement may be subdivided into two or more distinct Scoring Components.</b></p>			
	<p>Key Term(s)</p>	<p>Evaluation Guideline(s)</p>	<p>Important Consideration(s)</p>	<p>Reference</p>
	<p><b>Almost Exclusively:</b> with the exception of administrative procedures, the instructor facilitates all classroom activities (listening, reading, speaking and writing) in German.</p>	<p>The syllabus must explicitly state that the course is conducted almost exclusively in German.</p>	<p>Scoring Component is clear and explicit. No Important Considerations are needed.</p>	<p>No references to external documents are needed for this Scoring Component.</p>
	<p>Samples of Evidence</p>			
	<p>Sample 1</p>	<p>Sample 2</p>	<p>Sample 3</p>	
<p>The syllabus states, "The teacher uses German almost exclusively in class and encourages students to do likewise" (verbatim statement of component is sufficient).</p>	<p>The syllabus states, "I conduct the class almost entirely in German. I switch to English only to address administrative procedures."</p>	<p>The syllabus states, "All presentations, activities and instructions are given to students in German. Student activities, group work and assignments are conducted in German."</p>		

Scoring Component 2: The course provides students with instructional materials, activities, assignments, assessments, and learning experiences, equivalent and appropriate to that of a third-year college course in German language.				
Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference	
<p><b>Curricular Requirement 2:</b> The course provides students with a learning experience equivalent to that of a third-year college course in German language. Instructional materials, activities, assignments, and assessments are appropriate to this level.</p>	<p><b>Instructional Materials:</b> instructional materials include authentic written texts, authentic audio recordings, and authentic video or DVD recordings. In addition to authentic materials, textbooks and their ancillaries may also be appropriate.</p>	<p>The syllabus must provide some evidence of a third-year experience in each of the sub- categories: materials, activities, assignments, and assessments.</p> <p>If the syllabus includes an intermediate college textbook or a high school-level textbook as the primary text, it must also include supplementary resources materials to demonstrate that the course is equivalent to that of a third year college course.</p> <p>The inclusion of the statement “This course is the equivalent to a third-year college course” alone is not sufficient evidence.</p> <p>The syllabus must contain evidence of how students are using the instructional materials listed, i.e., that the materials listed are integrated into the more detailed course plan.</p>	<p>Evidence that the course provides students with a learning experience equivalent to that of a third-year college course can be illustrated through specific instructional materials, activities, assignments, and assessments as well as a general description of how frequently and the various ways in which students are evaluated.</p> <p>Evidence of a third-year college course can be demonstrated in a variety of ways. As long as activities foster learning at this level they should be considered “equivalent and appropriate.”</p>	
	<p><b>Third-year college course:</b> students enrolled in the third-year course can communicate in the Interpersonal, Interpretive and Presentational modes at the Intermediate-Mid to Advanced-Low level as defined in the ACTFL Proficiency Guidelines.</p>			<p>No references to external documents are needed for this Scoring Component.</p>
	Samples of Evidence			
Sample 1	Sample 2	Sample 3		
<p>The syllabus of a course structured primarily around investigations of a specific media (text, film, aural, oral, or other) will also demonstrate a range and variety of materials, activities, assignments, and assessments appropriate to a third-year college course.</p>	<p>The syllabus of a course structured primarily around investigations of a theme or themes will also demonstrate a range and variety of materials, activities, assignments, and assessments appropriate to a third-year college course.</p>	<p>The syllabus demonstrates that either a high-school level or college intermediate-level textbook (and accompanying materials, activities, assignments, assessment and learning experiences) is supplemented by additional materials, activities, assignments, and assessments equivalent and appropriate to that of a third-year college course in German.</p>		

<b>Curricular Requirement 3:</b> Instructional materials include authentic written texts such as newspaper and magazine articles, literary texts, and other non-technical writings that develop students' reading abilities.	<b>Scoring Component 3: Instructional materials include authentic written texts such as newspaper and magazine articles, literary texts, and other non-technical writings that develop students' reading abilities.</b>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<b>Instructional Materials:</b> authentic written texts, authentic audio recordings, and authentic video or DVD recordings. In addition to authentic materials, textbooks and their ancillaries may also be appropriate.	Authentic materials, even though they may not be current, provide sufficient evidence.  The syllabus must make use of and cite a variety of authentic sources.  If there is any mention of use of authentic written texts, such as unedited literary texts, then evidence is sufficient.  Easy readers do not constitute "authentic written texts."	Scoring Component is clear and explicit. No Important Considerations are needed.	No references to external documents are needed for this Scoring Component.
	<b>Authentic written texts:</b> original texts written by native speakers of German and intended for native speakers of German.			
	<b>Samples of Evidence</b>			
	Sample 1	Sample 2	Sample 3	
Syllabus demonstrates that students are exposed to a variety of authentic written texts, for example, newspaper and magazine articles, literary texts, and song lyrics.	Syllabus demonstrates that students are assigned authentic written texts, for example, letters from a pen pal who is a native German speaker, German websites, and German short stories.	Syllabus indicates that students occasionally conduct investigative research on the web to find authentic written texts and are required to read the texts. The texts may include, for example, online newspaper and magazine articles.		

<b>Curricular Requirement 4:</b> Instructional materials include authentic audio and video recordings that develop students' listening abilities.	<b>Scoring Component 4: Instructional materials include authentic audio and/or video recordings that develop students' listening abilities.</b>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<b>Instructional Materials:</b> authentic written texts, authentic audio recordings, and authentic video or DVD recordings. In addition to authentic materials, textbooks and their ancillaries may also be appropriate.	Scoring Component is clear and explicit. No Evaluation Guideline is needed.	If the ancillary audio and/or video materials that accompany texts are taken from sources for native speakers and are unaltered, they may be considered authentic.	No references to external documents are needed for this Scoring Component.
	<b>Authentic:</b> Authentic material is original material that has not been altered in any way (e.g. subtitles) so as to be geared for the non-native audience.			
	<b>Samples of Evidence</b>			
Sample 1	Sample 2	Sample 3		
Syllabus demonstrates that students are exposed to authentic audio and/or video recordings for example, feature length films, discussions with guest native speakers and authentic music from target culture.	Syllabus indicates that students listen to authentic music, watch feature length films or documentary films in German and listen to online interviews.	Syllabus indicates that students go to the language laboratory to listen to authentic audio or video recordings.		

<b>Curricular Requirement 5:</b> The course provides students with regular opportunities, in class or in a language laboratory, to develop their speaking skills in a variety of settings, types of discourse, and topics.	<b>Scoring Component 5: The course provides students with regular opportunities, in class or in a language laboratory, to develop their speaking skills in a variety of settings, types of discourse, topics.</b>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<b>Regular Opportunities:</b> opportunities that occur on a frequent and consistent basis.	Scoring Component is clear and explicit. No Evaluation Guideline is needed.	Evidence that students develop their speaking skills can be illustrated in a variety of ways, including, but not limited to a narrative description, examples of speaking activities and/or assignments, or statements containing similar information.	No references to external documents are needed for this Scoring Component.
	<b>Variety of settings, types of discourse, topics:</b> a range of topics that provide formal and informal speaking opportunities in the interpersonal and presentational modes.			
	<b>Samples of Evidence</b>			
Sample 1	Sample 2	Sample 3		
Syllabus indicates that students go to the language laboratory and participate in follow-up in-class discussions	The syllabus includes a variety of activities that allow students to develop their speaking skills, for example, oral presentations, student-led discussions, student debates, Q&A with a guest speakers and student participation in skits and plays.	The syllabus states, "Students participate in in-class oral presentations; class discussions; role plays; debates, advice-giving; information gap activities; telephone messaging; oral surveys; explanations and instructions; interviews; and stories."		

<b>Curricular Requirement 6:</b> The course provides instruction and frequent opportunities to write a variety of compositions in German.	<b>Scoring Component 6: The course provides instruction and frequent opportunities to write a variety of compositions in German.</b>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<b>Instruction:</b> directed guidance on planning, organizing, and writing a variety of text types.  <b>Variety of compositions:</b> a range of topics that provide formal and informal writing opportunities in the interpersonal and presentational modes.	Scoring Component is clear and explicit. No Evaluation Guideline is needed.	Evidence that students write a variety of compositions can be illustrated in a number of ways, including narrative description, examples of informal and formal writing activities and/or assignments, or statements containing similar information.	No references to external documents are needed for this Scoring Component.
	<b>Samples of Evidence</b>			
	Sample 1	Sample 2	Sample 3	
	The syllabus indicates that writing is a portion of the final grade.	The syllabus mentions writing assignments such as: "out of class and in-class formal and informal writing assignments for example, essays, summaries, book or movie reviews, editorials, invitations, journal/diary entries, news stories and TV scripts.	Students submit essays, which are corrected by the instructor and then revised and resubmitted by the students for a final grade.	

<b>Curricular Requirement 7:</b> The course provides frequent opportunities for students to integrate the four language skills through the use of authentic materials.	<b>Scoring Component 7: The course provides frequent opportunities for students to integrate the four language skills through the use of authentic materials.</b>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<b>Integrate the four language skills:</b> the use of at least two language skills in combination. Language skills are not taught in isolation.  <b>Authentic materials:</b> original material that has not been altered in any way (e.g. subtitles) so as to be geared for the non-native audience.	The syllabus must include evidence that students engage in activities that combine language skills (reading, writing, listening, speaking) in various ways and include authentic materials.  Evidence of integration of the four skills throughout the course is sufficient when it is clear that the skills are not taught in isolation of each other. For example, together the following three activities provide sufficient evidence: <ul style="list-style-type: none"> <li>• Activity 1 integrating reading and writing</li> <li>• Activity 2 integrating reading and listening</li> <li>• Activity 3 integrating speaking and listening.</li> </ul>	Scoring Component is clear and explicit. No Important Considerations are needed.	No references to external documents are needed for this Scoring Component.
	<b>Samples of Evidence</b>			
	Sample 1	Sample 2	Sample 3	
Syllabus indicates that students go to the language laboratory to listen to authentic audio and/or video recordings, write responses based on the authentic material and participate in follow-up in-class discussions on the authentic audio/video recordings.	The syllabus mentions activities in which students actively participate that combine two or more skills when working with a single piece of authentic material.	Based on an instructor prompt, students research authentic materials and write summaries/analysis in preparation for in-class discussions.		