

Brief Description of Course

The AP German Language and Culture course is offered as a full year course. It is taught for 60 minutes a day for 180 days. Students in the course are typically seniors who have successfully completed three years of German. The typical course sequence is German I in 9th grade, German II in 10th grade, German III in 11th grade and AP German in 12th grade. The focus of the class is on sharpening the students' reading, writing, listening and speaking skills, along with advanced vocabulary and grammar acquisition. Students work on being able to read and listen to various types of texts. They also work to produce presentational and informational writing and speaking samples. The students learn more in-depth information about the German culture, ranging from history, politics and current events/issues to everyday life and popular culture. The course is centered around six themes: Contemporary Life, Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, and Global Challenges. The course is taught almost exclusively in German, with the exception of some grammar explanations which are taught in English.

The following are units which are typically covered in the AP German Language and Culture course. However, topics can change from year to year, based on student interest and research, student achievement level and current events taking place in German speaking countries.

Unit Information

UNIT: Vorurteilen - Was ist "typisch deutsch"? Was ist "typisch amerikanisch"?

Length: 3-4 weeks

Themes included: Contemporary Life, Personal and Public Identities, Families and Communities

Essential Questions:

1. How do language and culture influence national identity?
2. Are there differences in the way a country perceives itself versus the way other countries view that country?
3. What are stereotypes that exist within countries and how do they affect the culture of the country?
4. Do stereotypes help or hinder our views of others?

Unit Materials

Borbein, Volker. *Menschen in Deutschland: Ein Lesebuch für Deutsch als Fremdsprache*. Berlin: Langenscheidt, 1995. ("Ein deutsches Alphabet" by Waltraud Stephenson, pg. 111)

Die Prinzen. "D". BMG/Hansa, 2001. ("Deutschland")

Kaufmann, Susan, Lutz Rohrmann, Petra Szablewski-Cavus. *Orientierungskurs Deutschland*. Berlin: Langenscheidt, 2007. (Chapter 6 "Lebensvielfalt - Meinungsvielfalt")

Kohlhammer, Michael. *Deutschland: Unser Land, unser Leben*. Stuttgart: Kosmos, 2009. ("Typisch deutsch - Was ist das?", pg. 6-9)

Moeller, Jack, Winnifred R. Adolph, Barbara Mabee, Simone Berger. *Kaleidoskop: Kultur, Literatur und Grammatik*. New York: Houghton Mifflin Company, 2002. (Thema 9, "Stereotypen")

Yabla.com videos:

- "Oktoberfest München - Auf der Wies'n" (Parts 1-3)
- "Mercedes Benz-Hippie"
- "Porsche Werbung"
- "Flüchtlingskrise - 10 Vorurteile, die nicht stimmen"

Deutsche Welle video and podcast (dw.de):

<https://www.dw.com/de/mit-comics-gegen-vorurteile/a-17394706>

Unit Activities

1. To begin the unit, students will work with a partner to create a poster that answers the question "Woran denkst du, wenn du an Deutschland denkst?" The poster can include pictures and words or phrases that remind them of Germany. They must then present their poster to the class in German.
2. Students will read various articles, poems, statistics and short works of literature from the list above. They will be required to respond to these readings in writing and also orally, through class discussion, short writing assignments and comprehension questions.
3. Students will listen to the song "Deutschland" by Die Prinzen. They will complete a cloze text exercise for comprehension and also discuss how the Germans view themselves.
4. Students will view the videos from Yabla.com listed above. They will complete online cloze texts that go with each video and also discuss how each video shows a slice of German culture.
5. Students will watch videos and listen to podcasts about the stereotypes that exist within German-speaking countries (immigrants, students from different areas and/or different types of schools). They will discuss these as a class and find comparisons to their own country/state/city.
6. Students are required to register for the class google classroom page. In order to continue discussions that may not be completed during class time or to further extend interesting discussions started in class, students are required to post answers and thoughts to questions posted by the teacher in google classroom.

Final Assessment: Formal Essay

Students will write a 150-200 word essay that answers one of the essential questions listed above. They are required to site specific passages from readings or listening activities as part of the essay. They are also required to use advanced vocabulary acquired in the unit.

UNIT: Technologie

Length: 4 weeks

Themes included: Nature and Technology, Contemporary Life, Personal and Public Identities, Families and Communities

Essential Questions:

1. What are the consequences of technological and scientific progress?
2. What constraints, if any, should be put on technological and scientific development?
3. Should individuals or the state be responsible for regulating progress in science and technology?

Unit Materials

"Cybermobbing. Schikane im Internet." *Schuss*. Mary Glasgow. Sept Oct 2017. Vol. 48, 10-11.

Short Flim

Venus, Michael. *Roentgen*. 2009.

Internet Resources and Podcasts:

<https://www.dw.com/de/lesen-im-digitalen-zeitalter/a-16296682>

<https://www.dw.com/de/machen-computer-dumm/a-16185152>

<https://www.dw.com/de/%C3%BCberwachungstechnologie-aus-deutschland/a-16779745>

<https://www.dw.com/de/gemeinsam-helfen-im-internet/a-16721987>

<https://www.dw.com/de/auto-ohne-fahrer/a-18727866>

<https://www.dw.com/de/ein-leben-mit-robotern/a-18885215>

<https://www.dw.com/de/hass-im-internet-gewalt-auf-der-stra%C3%9Fe/a-19036572>

<https://www.dw.com/de/wie-die-digitalisierung-der-umwelt-schadet/a-19266669>

<https://www.dw.com/de/wenn-das-smartphone-s%C3%BCchtig-macht/l-36943627>

<https://deutsch.lingolia.com/de/schreibschule/meinung/wortlisten>

https://www.justiz.nrw.de/BS/praevention/zwischenstext_Cyber_Mobbing/index.php

<http://www.dw.com/de/cybermobbing-der-internetterror-an-schulen/a-14970397>

<http://www.podcast.de/episode/295420401/Cybermobbing-+Ein+Podcast+der+Klasse+8c/>

<http://www.ardmediathek.de/radio/99-Sekunden-Wissen/Das-Cybermobbing-in-der-Schule/SWR2/Audio-Podcast?bcastId=3076506&documentId=23501180>

<http://www.ardmediathek.de/radio/Campus-Karriere/Studie-zu-Cybermobbing-Es-wird-intens/Deutschlandfunk/Audio-Podcast?bcastId=21601056&documentId=42873056>

Unit Activities:

1. Students will read various articles on technology issues: cell phone addiction, use of e-readers, cyber bullying. They will be required to respond to these readings in writing and also orally, through class discussion, short writing assignments and comprehension questions.
2. Students will watch the short film "Roentgen" directed by Michael Venus. They will discuss the film in class and complete a short writing assignment, summarizing the film, and discussing the pros and cons of participating in a medical experiment for a rare condition.
3. Students will practice interpersonal writing prompts using common email greetings and closures, along with phrases for seeking information and stating opinions, for each of the six AP themes.
4. Students will improve interpersonal writing and speaking skills by performing internet research on German contributions to technology and presenting their findings to the class.
5. Students are required to register for the class google classroom page. In order to continue discussions that may not be completed during class time or to further extend interesting discussions started in class, students are required to post answers and thoughts to questions posted by the teacher in google classroom.

Final Assessment

Students will view and discuss podcasts on cyber bullying with the multiple perspectives of the bully, the victim, and social cliques. They will analyze German podcast projects meant to increase awareness of and prevent cyber bullying. They will discuss additional ways to address the problem, and make their own group podcasts in German.

UNIT: Kunst: Musik, Malerei, Architektur, Gedichte

Length: 4 weeks

Themes included: Beauty and Aesthetics, Contemporary Life, Personal and Public Identities, Families and Communities

Essential Questions:

1. How do the arts both challenge and reflect cultural perspectives?
2. What is your own perception of "beauty"? How does it compare with others' perceptions?
3. What themes have appeared in artists' (musicians, painters, architects, poets, etc.) works over time? Are the themes varied or similar? How do the themes reflect the period of time in which they were written or created?

Unit Materials

Pilaski, Anna, Birgitta Fröhlich, Christiane Bolte-Costabiei, Heinke Behal-Thomsen.

Entdeckungsreise D-A-CH: Kursbuch zur Landeskunde. Berlin: Langenscheidt. 2011. (Landschaft in der Malerei, pg. 98-99; Architektur, pg. 100-101; Gedichte, pg. 102-103)

Poems (in addition to those included in *Entdeckungsreise*):

"Wanderers Nachtlied" by Goethe

"Der Fischer" by Goethe

"Erlkönig" by Goethe

"Heidenröslein" by Goethe

"Loreley" by Heinrich Heine

"Todesfuge" by Paul Celan

"Optophonetisches Gedicht" by Raoul Hausmann

Yabla.com videos:

"Durch den Monsun" von Tokio Hotel

"Lass mich nie mehr los" von Sportfreunde Stiller

"Malerei - Impressionisten"

"Minnesänger - Reise ins Mittelalter"

"Museum für modern Kunst"

"Das Urban Art Projekt"

Youtube videos:

"D'Englisch" von Wiseguys

"Facebook" von Wiseguys

"Die Da" von Fantastischen Vier

"Trailer of Wagner's 'Lohengrin' at the Bavarian State Opera"

"Eine kleine Nachtmusik" von Mozart

Deutsche Welle (dw.de) articles, videos and podcasts:

<https://www.dw.com/de/leben-f%C3%BCr-die-malerei/l-39060598>

<https://www.dw.com/de/kunst-unter-wasser/a-18323278>

<https://www.dw.com/de/graffiti-mehr-als-nur-schmierereien/a-19310292>

<https://www.dw.com/de/was-darf-die-kunst/a-16967090>

<https://www.dw.com/de/kunst/a-1014630>

Websites:

www.wiseguys.de

www.diefantastischenvier.de

www.sportfreunde-stiller.de

www.tokiohotel.de

Unit Activities

1. Music: Students will listen to various pieces of music, listed above. They will complete cloze texts for the music, in order to acquire new vocabulary. Students will discuss the themes represented in each piece of music, as related to the time period and musician. Students will also discuss their own personal opinions of the music.
2. Art and Architecture: Students will look at various works of art and architecture, as presented in the *Entdeckungsreise* textbook. They will read brief information about the history and style of each work. Class discussion will include themes represented based on time period and artist, as well as personal opinions of each work.
3. Poetry: Students will read various poems, as listed above. They will answer questions and discuss themes represented in each poem, as related to the time period and author. Students will also express their own personal opinions of each poem.

Final Assessments

1. Students will present an oral report to the class about one German-speaking musician, artist, architect, painting or building. The report should be in google slides and include at least one picture, basic background information and personal opinions.
2. Students will choose a theme and write their own poem. They will present a reading of their poem to the class.
3. Students will write a short opinion article answering the question "Was darf die Kunst?", referencing the article read with the same title.

UNIT: Politik

Length: 4 weeks

Themes included: Global Challenges, Contemporary Life, Families and Communities

Essential Questions:

1. How does a country's political system influence its culture?
2. How do political systems differ from country to country and what are the effects of these differences? How are political systems similar from country to country?
3. What political issues pose challenges to societies throughout the world?
4. What political issues are currently being discussed in the German-speaking countries and how are they affecting the climate of the country? Are we experiencing similar issues in America? What are possible solutions to these issues?

Unit Materials

Kaufmann, Susan, Lutz Rohrmann, Petra Szablewski-Cavus. *Orientierungskurs Deutschland: Geschichte, Kultur, Institutionen*. Berlin: Langenscheidt. 2007. (Chapter 5, "Der Staat 'Bundesrepublik Deutschland'")

Pilaski, Anna, Birgitta Fröhlich, Christiane Bolte-Costabiei, Heinke Behal-Thomsen. *Entdeckungsreise D-A-CH: Kursbuch zur Landeskunde*. Berlin: Langenscheidt. 2011. (Chapter 11, "Geschichte und Politik")

Logo Kindernachrichten videos: <https://www.zdf.de/kinder/logo>

"Wahlrecht ab 16 Jahren"

<https://www.zdf.de/kinder/logo/bundestagswahlen-in-deutschland-100.html>

(Politik und Wahlen in Deutschland, including videos and descriptions of all branches of the government and discussions with leaders of each political party.)

Deutsche Welle articles:

<https://www.dw.com/de/w%C3%A4hlen-in-deutschland-wie-geht-das/a-17005539>

<https://www.dw.com/de/wie-politisch-d%C3%BCrfen-sportler-sein/l-43825901>

<https://www.dw.com/de/geld-f%C3%BCr-r%C3%BCckkehrer/l-37251238>

<https://www.dw.com/de/der-bundespr%C3%A4sident-repr%C3%A4sentant-deutschlands/l-37543324>

<https://www.dw.com/de/schwere-entscheidung-f%C3%BCr-erstw%C3%A4hler/l-40503965>

<https://www.dw.com/de/jetzt-im-bundestag-die-afd/l-40721000>

<https://www.dw.com/de/wo-deutschlands-m%C3%A4chtigste-richter-sitzen/l-35973603>

Youtube videos (from Bundeszentrale für politische Bildung):

<https://www.youtube.com/watch?v=Hj06dznX1g8>

https://www.youtube.com/watch?v=qP6ye8R_QEA (Erst und zweit Stimmen)

<https://www.youtube.com/watch?v=DGnhKAc49zQ> (Fünf-Prozent-Hürde)

<https://www.youtube.com/watch?v=vhn24y30Lgc> (Überhangmandate)

Websites:

<https://www.bpb.de/politik/wahlen/wahl-o-mat/> (Wahl-O-Mat)

<https://www.wahl-o-mat.de/bundestagswahl2017/>

Unit Activities

1. Students will read the information in *Entdeckungsreise* and *Orientierungskurs* and from *Deutsche Welle* articles as listed above. They will complete vocabulary activities and answer questions based on the readings. Students will also participate in many classroom discussions based on the readings.
2. After reading articles and holding numerous classroom discussions, students will create a presentation that explains the main aspects of the German voting system in simple terms, for younger students of German.
3. Students will research a German political party and make a short presentation to the class about it (history, beliefs, values, current position in German government, etc.).
4. Students will use the Wahl-O-Mat website to answer questions about their beliefs that will match them with political parties that may be of interest to them.
5. Students are required to register for the class google classroom page. In order to continue discussions that may not be completed during class time or to further extend interesting discussions started in class, students are required to post answers and thoughts to questions posted by the teacher in google classroom.

Final Assessment Formal Essay

Students will write an AP style persuasive essay, based on a political situation currently taking place in Germany (immigration, for example). They will read at least one source, use at least one graph as a source and listen to audio before writing the essay. They must incorporate all three sources, as well as their own thoughts and opinions, in to the essay. The essay will be graded using the AP scoring guidelines.

UNIT: Umwelt - Probleme und Lösungen

Length: 4 weeks

Themes included: Global Challenges, Science and Technology, Contemporary Life

Essential Questions:

6. What environmental problems does our society face?
7. What are possible solutions to these problems?
8. Are there differences in the way Germans and Americans perceive the problems and solutions? Why?

Unit Materials

Moeller, Jack, Winnifred R. Adolph, Barbara Mabee, Simone Berger. *Kaleidoskop: Kultur, Literatur und Grammatik*. New York: Houghton Mifflin Company, 2002. (Thema 10, "Umwelt")

Pilaski, Anna, Birgitta Fröhlich, Christiane Bolte-Costabiei, Heinke Behal-Thomsen. *Entdeckungsreise D-A-CH: Kursbuch zur Landeskunde*. Berlin: Langenscheidt. 2011. (Müll - unsere Spuren in der Natur, pg. 110-111; Erneuerbare Energien, pg. 112-113)

_____. *Preparing for the AP German Language Exam: A Thematic Approach (Teacher's Guide)*. New York: The College Board, 2008. (Umwelt chapter, listening and reading selections)

_____. *Preparing for the AP German Language Exam: A Thematic Approach (Student Workbook)*. New York: The College Board, 2008. (Umwelt chapter, listening and reading selections)

Yabla.com videos:

"Umweltbewusstes Wohnen - Architekturpreis 'Green Building' "

"Organic Disco - Tanzen gegen Klimawandel"

"Guten Appetit" von Rapucation

"Energiewende in Hessen - Windräder und Solarparks"

"Mülltrennung in Heidelberg"

"Nachhaltige Ernährung - Animation"

"Schadstoffarme Straßen - Neue Gehwegplatten für reinere Luft"

Websites:

<https://www.fussabdruck.de/>

<https://www.zdf.de/kinder/logo/themenseite-klima-energie-100.html>

Deutsche Welle articles:

<https://www.dw.com/de/wenn-lebensmittel-im-m%C3%BCll-landen/l-44333817>

<https://www.dw.com/de/schlechte-luft-in-gro%C3%9Fst%C3%A4dten/l-37155775>

<https://www.dw.com/de/mode-die-der-umwelt-schadet/l-43420087>

<https://www.dw.com/de/app-hilft-gegen-verschwendung-von-essen/l-38798524>

<https://www.dw.com/de/streit-um-autoabgase/l-39769814>

<https://www.dw.com/de/gefragte-ware-luft/l-40009232>

<https://www.dw.com/de/umweltsch%C3%BCtzer-gegen-kaffeekapseln/a-19179277>

<https://www.dw.com/de/was-tun-mit-dem-atomm%C3%BCll/a-19229759>

<https://www.dw.com/de/wie-die-digitalisierung-der-umwelt-schadet/a-19266669>

<https://www.dw.com/de/deutschland-macht-am-meisten-m%C3%BCll/l-36919705>

<https://www.dw.com/de/m%C3%BClltrennung-in-deutschland/a-17030290>

<https://www.dw.com/de/wenn-die-nacht-nicht-mehr-dunkel-ist/a-18290611>

<https://www.dw.com/de/bev%C3%B6lkerungswachstum-gefahr-oder-chance/a-18638722>

AP Persuasive Essay 2018:

<https://apcentral.collegeboard.org/pdf/ap18-frq-german-language.pdf?course=ap-german-language-and-culture>

Unit Activities

1. Students will read the information in *Kaleidoskop*, *Entdeckungsreise* and *The College Board*, and from *Deutsche Welle* articles as listed above. They will complete vocabulary activities and answer questions based on the readings. Students will also participate in many classroom discussions based on the readings.
2. Students will listen to the song "Guten Appetit" by Rapucation. They will complete a cloze text exercise for comprehension and also discuss the implications of a "Konsumgesellschaft".
3. Students will make a poster with 10 environmental tips to share with the class and hang in the classroom.
4. Students will utilize the website www.fussabdruck.de to analyze their own ecological footprint and discuss the results as a class. They will write a short essay analyzing the footprint they are leaving and if/how they can improve it.
5. Students will view the videos from Yabla.com listed above. They will complete online cloze texts that go with each video and also discuss how each video shows a problem, solution or realization about the environment.
6. Students are required to register for the class google classroom page. In order to continue discussions that may not be completed during class time or to further extend interesting discussions started in class, students are required to post answers and thoughts to questions posted by the teacher in google classroom.
7. Students will play a team game based on environmental problems and solutions. Teams will be given an environmental problem and be asked to come up with a

solution to the problem. They will be given 5 minutes to come up with the solution and then present it orally to the class. The teacher will judge which group has come up with the most viable solution (and expressed it the best in German!) and award points accordingly.

Final Assessment Persuasive Essay

Students will complete the AP 2018 Free Response Persuasive Essay. The essay explores whether we should travel less because of environmental reasons. The essay will be graded using the AP scoring guidelines.

UNIT: Bürgerpflichten und Rechte

Length: 3-4 weeks

Themes included: Global Challenges, Contemporary Life, Personal and Public Identities, Families and Communities

Essential Questions:

1. How do societies and individuals define quality of life?
2. How do a citizen's rights and obligations differ between cultures?
3. How do language and culture influence views on the challenges of contemporary life?

Unit Materials

Fessel, Karen-Susan and Manfred Schwarz. *GG: Was ist das? Das Grundgesetz erklärt*. Hamburg: Oetinger. 2009. (Teil I, Kapitel 2, Unsere 19 Grundrechte, pg. 20-45)

Kaufmann, Susan, Lutz Rohrmann, Petra Szablewski-Cavus. *Orientierungskurs Deutschland: Geschichte, Kultur, Institutionen*. Berlin: Langenscheidt. 2007. (Bürgerpflichten, pg. 16-21; Religion, pg. 22-25; Arbeit, Soziale Sicherung, Bildung, pg. 40-42; Konflikte, Regeln, Hilfen, pg. 46-49)

Todesstrafe Informationen:

www.todesstrafe.de/todesstrafenatlas.html

www.amnesty.de/todesstrafe-2009 (videos, statistics)

Youtube: Amnesty International Petition gegen Todesstrafe

Deutsche Welle articles:

<https://www.dw.com/de/ein-gesetz-gegen-hass-im-internet/l-42029011>

<https://www.dw.com/downloads/43551673/nachrichten-mit-vokabeln-20180427-weniger-pressefreiheit-in-europamanuskript.pdf>

<https://www.dw.com/de/darf-man-gott-beleidigen/a-18200800>

<https://www.dw.com/de/lehrerinnen-d%C3%BCrfen-kopftuch-tragen/a-18320443>

Unit Activities

1. Students will read the information in *Orientierungskurs Deutschland* listed above. They will complete vocabulary activities and answer questions based on the readings. Students will also participate in many classroom discussions based on the readings.
2. Students will read articles from Deutsche Welle about current issues dealing with rights in Germany (freedom of speech, freedom of the press, etc.). They will participate in classroom discussions based on the articles and also write short opinions about each issue.
3. Students are required to register for the class google classroom page. In order to continue discussions that may not be completed during class time or to further

extend interesting discussions started in class, students are required to post answers and thoughts to questions posted by the teacher in google classroom.

4. Students will receive the packet of information from *GG: Was ist das?* listed above. They will choose one of the basic rights listed in the Grundgesetz and prepare a short classroom presentation about the Article they have chosen. The short presentation should be on powerpoint and should include key vocabulary words, the actual wording of the article and a short explanation of the article, using examples, where possible.

Final Assessment: Classroom Debate on the Death Penalty

Students will learn about the German view of the death penalty from the websites listed above. They will look at statistics and watch videos on the website. After compiling and processing the information, students will choose which side they wish to represent. They must work together as a group to: compile an oral presentation that presents the view of their side, listen to what the other side presents, and prepare and present an oral rebuttal.

Additional Information: Other experiences available for students outside of the classroom

1. Exchange Program: From 1999-2007, our school had an Exchange Program with Freiherr-vom-Stein Gymnasium in Betzdorf, Germany. We traveled to Germany and hosted the German students about every other year. When we traveled to Germany, the students stayed with a German family and attended school with their host sibling for about two weeks. Many students in the upper level German classes participated in this program. Before we went to Germany, they were often writing emails and instant messaging with their host in Germany. And, of course, when we were in Germany they became totally immersed in the language and culture. It is the intent of the teacher to begin a modified version of this exchange program again soon.
2. A chef who works at a local restaurant is a native of Germany. Every spring he visits our school and prepares a buffet of German food for the German II students. The AP German students are invited to join the German II students for this buffet. They are required to interact with the chef in German and also to write questions to ask him about topics that we discuss in class. This is always a success for all classes, as the AP students get to show off their language skills and the German II students get to see what they could be able to do with their language skills in a few years!
3. Students are also highly encouraged to read articles and listen to broadcasts on their own from online sources: Spiegel, Stern, Deutsche Welle, German Information Center Newsletters, iTunes (podcasts), etc. Many students enjoy listening to German music on their own.

Additional Course Materials

In addition to the materials listed above, the following are also used, as needed, as supplemental resources for the teacher and students.

Barbe, Katharina, et al. *Prüfungstraining: AP German Language and Culture*. Berlin: Cornelsen Schulverlage GmbH, 2013.

Dippmann, Gerda. *A Practical Review of German Grammar*. New York: Macmillan Publishing Company, 1987.

Dreke, Michael and Wolfgang Lind. *Wechselspiel: Sprechansätze für die Partnerarbeit im Kommunikativen Deutschunterricht Arbeitsblätter für Anfänger und Fortgeschrittene*. Berlin: Langenscheidt, 1986.

Floren, Franz Josef, Wilfried Fastabend, Doris Frintrop-Bechthold, Reinhold von Rügen, Wolfgang Seemann. "Kapitel 6: Zuwanderer in Deutschland." *Politik 1: Ein Arbeitsbuch für den Politikunterricht*. Paderborn: Ferdinand Schöningh, 2000.

Floren, Franz Josef, Brigitte Binke-Orth, Thomas Hönemann, Rainer Schmidt, Uwe Tänzer. "Kapitel 3: Sind die Deutschen fremdenfeindlich? - Probleme der Integration von Zuwanderern in Deutschland." *Politik 3: Ein Arbeitsbuch für den Politikunterricht*. Paderborn: Ferdinand Schöningh, 2002.

Gaigg, Leopoldine. *Kein Angst vor den Präpositionen*. Ismaning: Verlag für Deutsch, 1999.

Gschossmann-Hendershot, Elke and Lois Feuerle. *Schaum's Outline: German Grammar (3^d Edition)*. New York: McGraw-Hill, 1997.

Kuhn-Osius, K. Eckhard. *Reading Texts for Students of German: from 20 Years of the AATG National Examination*. Cherry Hill, NJ: AATG, 1990.

Luscher, Renate. *Deutschland nach der Wende: Daten, Texte, Aufgaben für Deutsch als Fremdsprache*. Ismaning: Max Hueber Verlag, 2001.

Mai, Manfred. *Geschichte der Deutschen Literatur*. Weinheim: Beltz Verlag, 2001.

Matten-Gohdes, Dagmar. *Goethe ist Gut: Ein Goethe-Lesebuch für Kinder*. Weinheim: Beltz Verlag, 1988.

Mollica, Anthony. *A Picture is Worth...1000 Words...: Book 1*. Lewiston, NY: Soleil Publishing, 1992.

Sparks, Kimberly and Van Horn Vail. *German in Review: Lehrbuch der Deutschen Grammatik (4th Edition)*. Boston, MA: Heinle, 2004.

Stock, Gregory. *Das Fragebuch für Kids*. Germany: Ravensburger Buchverlag, 1988.

_____. *Preparing for the AP German Language Exam: A Thematic Approach (Teacher's Guide)*. New York: The College Board, 2008.

_____. *Preparing for the AP German Language Exam: A Thematic Approach (Student Workbook)*. New York: The College Board, 2008.

Websites

<https://apcentral.collegeboard.org/courses/ap-german-language-and-culture?course=ap-german-language-and-culture>

www.dict.leo.de

www.dw.de

www.germanyinfo.com

www.rtl.de

www.spiegel.de

www.stern.de

www.tagesschau.de

www.wdrmaus.de

www.wdr.de/tv/wissenmachtah/

<https://www.nachrichtenleicht.de/>

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