

COURSE: German 4 (Honors)	Grade(s) 10-12
UNIT: Kurzgeschichten	

NATIONAL STANDARDS: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

<p>Goals:</p> <ol style="list-style-type: none"> 1. Students will improve their reading skills, specifically in the area of fictional writing, in particular short stories. 2. Students will increase their vocabulary knowledge and skills, including recall and making inferences. 3. Students will be able to list basic elements of short stories in German and also evaluate short stories to see which of the elements they include. 4. Students will be able to discuss themes of short stories, both orally and in written form. 5. Students will be able to compare short stories, based on short story elements and themes. 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Students will be able to say, write, read and understand German vocabulary dealing with themes expressed in the short stories. 2. Students will be able to integrate thoughts and ideas about the various short stories in classroom discussion and formal writing assignments. 3. Students will review the following grammatical items: <ol style="list-style-type: none"> a. Simple past tense b. Indirect speech 4. Students will synthesize and integrate content from the following themes: <ol style="list-style-type: none"> a. Beauty and Aesthetics b. Contemporary Life c. Personal and Public Identities d. Families and Communities
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<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Reading short stories together as a class and on their own. 2. Listening to selected short stories (Anekdoten zur Senkung der Arbeitsmoral, Die Küchenuhr) 3. Watching selected videos of short stories (Ein Tisch ist ein Tisch, Das Brot) 4. Classroom discussions of short story elements and themes. 5. Socratic Seminar discussions on themes in short stories. 6. Vocabulary review games 7. Classroom question and answer sessions <p>RESOURCES: Short stories will be selected from the following:</p> <ul style="list-style-type: none"> ▪ <i>Anekdote zur Senkung der Arbeitsmoral</i> by Heinrich Böll ▪ <i>Der Mann mit dem Gedächtnis</i> by Peter Bichsel ▪ <i>Die Küchenuhr</i> by Wolfgang Borchert ▪ <i>Das Brot</i> by Wolfgang Borchert ▪ <i>Im Spiegel</i> by Margret Steenfatt ▪ <i>Ein Tisch ist ein Tisch</i> by Peter Bichsel ▪ <i>Streuselschnecke</i> by Julia Franck ▪ Selections from <i>Mitlesen-Mitteilen: Literarische Texte zum Lesen, Sprechen, Schreiben und Hören</i> ▪ Other short stories can be chosen based on student interest and ability level. 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Paired Activities 2. Written (Kurzgeschichten Review Packet) and oral responses to listening and reading activities 3. Classroom discussion 4. Written quizzes (vocabulary) 5. Recording of a narration of a short story 6. Kurzgeschichten comparison writing assignment <p>REMEDIATION:</p> <ol style="list-style-type: none"> 1. Extra help from the teacher 2. Reduced amount of vocabulary and extra time to master concepts 3. Reinforcement worksheets 4. Re-teaching concepts 5. Anchor activities 6. Various language learning CD-Roms 7. Various Internet sites (www.aatg.org, www.goethe.de, etc.) <p>ENRICHMENT:</p> <ol style="list-style-type: none"> 1. Expanded list of vocabulary 2. Enrichment/Challenge activities 3. Various language learning CD-Roms 4. Various Internet sites (www.aatg.org, www.goethe.de, etc.) 5. Independent and expanded research on authors and time periods.
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Teacher-generated worksheets and activities

Authentic materials from the Internet (PDFs of stories, videos, etc.)

6. Anchor activities

COURSE: German 4 (Honors)	Grade(s) 10-12
UNIT: Wohnwelten	

NATIONAL STANDARDS: 1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.2

<p>Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to discuss and understand issues related to the following themes: <ol style="list-style-type: none"> A. What features are important to them when purchasing/renting a place to live B. Renting versus owning a home C. Living in the city vs. living in the country D. How university students live (WGs, Studentenwohnheim, usw.) E. Hotel Mama: When young adults should leave their childhood home F. Obdachlose: Homelessness in Germany and America (causes, stigmas, social help) 2. Students will read and respond to an email from a friend requesting advice about his housing situation. 3. Students will gather information about and write a persuasive essay stating when they feel young adults should move out of their parents' house. 4. Students will synthesize information from various print and audio sources that will add to classroom discussion. 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Students will be able to say, write, read and understand German vocabulary related to various types of living situations that one has throughout a lifetime. (Young adult, adult, elderly) 2. Students will be able to make comparisons of various living situations (similarities and differences). 3. Students will be able to read and describe graphs in German. 4. Students will be able to write a response to an informal Email in German. (Interpersonal writing) 5. Students will be able to write a persuasive essay in German, utilizing and incorporating both print and audio sources. (Presentational writing) 6. Students will be able to recognize and use the following grammatical items: <ol style="list-style-type: none"> a. Formal and informal salutations and closures in email b. Conjunctions commonly used when giving opinions (dass, obwohl, weil) c. Prepositions used with specific verbs (zB: sich freuen über, sich freuen auf, danken für, usw.) d. Phrases that accompany comparative and superlative forms 7. Students will synthesize and integrate content from the following themes: <ol style="list-style-type: none"> a. Global Challenges b. Contemporary Life c. Personal and Public Identities d. Families and Communities
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ACTIVITIES:

1. Vocabulary building games
2. Graph reading activities
3. AP readings and listening activities on living situations of people in German and the housing situation in Germany.
4. Email Writing Exercises
5. Non-fiction texts on city vs. country living, homelessness, Hotel Mama, etc.
6. Persuasive Essay writing
7. Classroom discussion

RESOURCES:

Koithan, Ute, Helen Schmitz, Tanja Sieber, Ralph Sonntag. *Aspekte neu: Mittelstufe Deutsch*. München: Klett-Langenscheidt GmbH, 2014. (Chapter 2: „Wohnwelten“)

Goethe Institute. *Menschen in Deutschland Calendar 2017*. München: Goethe Institut, 2017. (Wohnen, Aktiv Alt, Erwachsen Werden, Studentenleben)

Calendar can also be found at this website: <https://www.goethe.de/lins/ru/de/spr/unt/kum/juq/mid.html>

Barbe, Katharina, et al. *Prüfungstraining: AP German Language and Culture*. Berlin: Cornelsen Schulverlage GmbH, 2013. (Audio and Print Stimuli 2-3)

AP Test 2012: Free Response released exam (Persuasive Essay) https://secure-media.collegeboard.org/apc/ap12_frq_GermLang.pdf

Teacher generated worksheets and activities

Internet Resources and Podcasts:
Current articles and podcasts from Deutsche Welle (dw.de)

ASSESSMENTS:

1. Paired Activities
2. Classroom discussion and participation
3. Written and spoken descriptions of graphs
4. Email reply
5. Persuasive essay

REMEDICATION:

1. Extra help from teacher.
2. Reinforcement worksheets.
3. Extra time to learn vocabulary words/reduced list of words.
4. Rewriting of essays.
5. Reteach concepts.
6. Anchor activities.
7. Various language learning CD-ROMs
8. Various Internet sites (www.aatg.org, www.goethe.de, www.dw.de, www.yabla.com)

ENRICHMENT:

1. Expanded list of vocabulary words.
2. Enrichment/challenge activities from textbooks, authentic materials, the Internet, CD-ROM from textbook series.
3. Different, more advanced cultural readings.
4. Various language learning CD-ROMs.
5. Various Internet sites (www.aatg.org, www.goethe.de, www.dw.de, www.yabla.com, etc.).
6. Anchor activities

COURSE: German 4 (Honors)	Grade(s) 10-12
UNIT: Deutschlands Beste	

NATIONAL STANDARDS: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

<p>Goals:</p> <ol style="list-style-type: none"> 1. Students will synthesize information from various print and audio sources that will add to classroom discussion. 2. Students will be able to discuss the positive or negative influences of famous German speaking people. They will compare these influences to famous people from America. 3. Students will write an essay summarizing a film and discuss a main theme from the film. They will also discuss why Sophie Scholl should be included as one of "Deutschlands Beste". 4. Students will write a short essay and give a short presentation about one person, place or thing that they consider one of "Deutschlands Beste". 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Students will be able to say, write, read and understand German vocabulary related to famous people, places, practices and perspectives in German culture. 2. Students will be able to practice and develop their presentational speaking and writing skills. 3. Students will be able to recognize and use the following grammatical items: <ol style="list-style-type: none"> a. Conjunctions commonly used when giving opinions (dass, obwohl, weil) 4. Students will synthesize and integrate content from the following themes: <ol style="list-style-type: none"> a. Global Challenges b. Science and Technology c. Personal and Public Identities d. Beauty and Aesthetics
<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Reading articles, accompanied by multiple choice/comprehension questions, short writing assignments and classroom discussion. 2. "Amerikas Beste" individual and class lists. 3. Watch the film "Sophie Scholl: Die letzten Tage", accompanied by a writing assignment and classroom discussion. 4. Final oral and written report on a famous German person, city, landmark, product or practice. 5. Classroom discussion <p>RESOURCES: Kaufmann, Susan, Lutz Rohrmann, Petra Szablewski-Cavus. <i>Orientierungskurs Deutschland: Geschichte, Kultur, Institutionen</i>. Berlin: Langenscheidt. 2007. (Deutschlands Beste, pg. 52-53; In Deutschland kann man..., pg. 56-57)</p> <p>Kuhn-Osius, K. Eckhard. <i>Reading Texts for Students of German: from 20 Years of the AATG National Examination</i>. Cherry Hill, NJ: AATG, 1990. ("Der gute Mensch Einstein", 1981-3a; "Urlaubsorte deutscher Kanzler", 1971-2a; "Mozart und ein Wunderkind", 1975-3a; "Denkmal für Konrad Adenauer", 1984-3a; "Einsteins Mantel", 1986-3b;)</p>	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Classroom discussion and participation 2. Comprehension questions and quizzes 3. Short writing assignments based on readings. 4. "Amerikas Beste" list with reasons why 5. Sophie Scholl writing assignment 6. Final oral and written report <p>REMEDIATION:</p> <ol style="list-style-type: none"> 1. Extra help from teacher. 2. Rewriting of essays. 3. Reteach concepts. 4. Anchor activities. 5. Various language learning CD-ROMs 6. Various Internet sites (www.aatg.org, www.goethe.de, www.dw.de, www.yabla.com) <p>ENRICHMENT:</p> <ol style="list-style-type: none"> 1. Expanded list of vocabulary words. 2. Enrichment/challenge activities created by the teacher 3. Different, more advanced cultural readings. 4. Various language learning CD-ROMs. 5. Various Internet sites (www.aatg.org, www.goethe.de, www.dw.de, www.yabla.com, etc.). 6. Anchor activities

Lorig, Sven. *Deutschland: Was ist was? Band 126*. Nürnberg: Tessloff. 2010. (Berühmte Deutsche, pg. 36-37; Deutsche Erfindungen und Erfinder, pg. 45; Welterbestätten in Deutschland, pg. 46-47)

Pilaski, Anna, Birgitta Fröhlich, Christiane Bolte-Costabiei, Heinke Behal-Thomsen. *Entdeckungsreise D-A-CH: Kursbuch zur Landeskunde*. Berlin: Langenscheidt. 2011. (Erfindungen, pg. 90-91; Nobelpreisträger, pg. 92-93; Innovative Unternehmen, pg. 132-133)

Film:

Sophie Scholl: Die letzten Tage (2005)

Video:

https://www.youtube.com/watch?v=0a-pW4b_974 (Zukar, "Leitkultur")

Deutsche Welle articles:

<https://www.dw.com/de/ludwig-van-beethoven-schwieriges-genie/a-15456466>

<https://www.dw.com/de/beethoven-ein-leben-f%C3%BCr-die-musik/a-6050050>

<https://www.dw.com/de/die-geschwister-scholl-und-die-wei%C3%9F-rose/a-16621155>

<https://www.dw.com/de/die-wei%C3%9F-rose/a-14886280>

<https://www.dw.com/de/wie-martin-luther-die-welt-ver%C3%A4nderte/l-36221781>

COURSE: German 4 (Honors)	Grade(s) 10-12
UNIT: Natur	

NATIONAL STANDARDS: 1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 4.1, 5.1, 5.2

<p>Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to describe animals in their appearance, habitat and needs. 2. Students will perform Internet research, write their findings in German and present their research orally in German. 3. Students will be able to express opinions and different viewpoints on topics regarding animal welfare. 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Students will be able to say, write, read and understand German vocabulary dealing with: <ol style="list-style-type: none"> a. animals, b. plants, c. habitats and biomes, and d. food sources. 2. Students will review the following grammatical items: <ol style="list-style-type: none"> a. Advanced phrases for expressing opinions in speaking and writing (Meiner Meinung nach, Ich bin dafür, Ich bin dagegen, Ich denke, dass b. Subjunctive Mood – Es könnte, Ich würde gern c. Dative and accusative prepositions
<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Presentational writing and speaking project – Research a German Zoo 2. 2017 AP Exam Writing Prompt and Class Discussion – Zoos – Pro and Contra 3. Discussing video excerpt from <i>Conni und Co.</i> re empathy for animals and animal welfare 4. Cultural readings in German 5. <i>Der Panther</i> poem by Rainer Rilke 6. <i>Wildtiere in Berlin</i> article and audio excerpt. 7. Describing animal appearance, habitat and food. 8. Video Analysis and Discussion – Decline in Population of Honey Bees 9. Classroom question and answer sessions <p>RESOURCES: <i>Visual German English Bilingual Dictionary</i>, pp. 290-297. <i>Aspekte neu</i>, 2016, p. 166-7.</p> <p>Teacher-generated worksheets and activities</p> <p>Authentic materials from the Internet</p> <p><i>Das Rad</i> and <i>der Schuss</i> teen magazine articles</p> <p>Videos on Decline in Honey Bee Populations</p>	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Paired Activities 2. Written and oral responses to listening and reading activities 3. Classroom discussion 4. Homework worksheets 5. Written quizzes 6. Internet research project on a German zoo. 7. Writing prompt and class debate for and against housing animals in zoos. 8. Oral quizzes <p>REMEDIATION:</p> <ol style="list-style-type: none"> 1. Extra help from the teacher 2. Reduced amount of vocabulary and extra time to master concepts 3. Reinforcement worksheets 4. Re-teaching concepts 5. Anchor activities 6. Various language learning CD-Roms 7. Various Internet sites (www.aatg.org, www.goethe.de, etc.) <p>ENRICHMENT:</p> <ol style="list-style-type: none"> 1. Expanded list of vocabulary 2. Enrichment/Challenge activities 3. Various language learning CD-Roms 4. Various Internet sites (www.aatg.org, www.goethe.de, etc.) 5. Independent and expanded research on

<https://www1.wdr.de/kinder/tv/neuneinhalb/mehrwissen/lexikon/lexikon-video102.html>
<https://www1.wdr.de/kinder/tv/neuneinhalb/mehrwissen/lexikon/b/lexikon-bienensterben100.html>

zoos in German-speaking countries.
6. Anchor activities

COURSE: German 4 (Honors)	Grade(s) 10-12
UNIT: Multikulti – Tuerkische und Syriscche Kulturen in Deutschland	

NATIONAL STANDARDS: 1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.1, 4.2, 5.2

<p>Goals:</p> <ol style="list-style-type: none"> 1. Students will increase their listening comprehension abilities and use facial expressions and gestures to facilitate comprehension. 2. Students will compare/contrast and give examples of TV characters' public and private identities. 3. Students will discuss challenges and conflicts faced by a patchwork family confronted with differences in German and Turkish culture. 4. Students will compare and contrast American culture with German and Arabic culture via <i>Zukar</i> videos. 5. Students will discuss challenges for foreigners and immigrants new to German ways. 6. Students will complete various activities to help them understand the themes of their novel. Included are: a lesson on the geography of Turkey, the song "Zur Lage der Nation" by the Wise Guys, and several small articles from the book "Der Islam Kindern erklart". 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Students will be able to: <ol style="list-style-type: none"> a. Summarize b. Draw Conclusions from c. Predict d. Paraphrase e. Express opinions in speaking and writing about the episodes and videos that they watch and excerpts of novels they read. 2. Students will synthesize and integrate content from the following themes: <ol style="list-style-type: none"> e. Contemporary Life f. Personal and Public Identities g. Families and Communities h. Global Challenges
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ACTIVITIES:

1. Weekly listening activity
2. Discuss meaning and use of new vocabulary
3. Answer comprehension questions
4. Predict and analyze future events
5. Skits/Role play based on story/episode
6. Who am I? Character Descriptions
7. Discussing Family Dynamics and Patchwork Families
8. Comparing Private vs. Public Personality
9. Written Vocabulary Exercises
10. Writing Project based on novel or TV series *Türkisch für Anfänger*. The choices include writing letters to and from various characters in the book and video, writing entries from characters' journals, writing a new chapter for the book, writing a newspaper article or writing a more formal essay about one of the major themes of the book and/or video.

RESOURCES:

Türkisch für Anfänger Staffel 1 (Season 1): DVD and Teacher-Created Worksheets

Dräger, Thomas. *Öffnen Sie den Koffer, Herr Özyurt*. Berlin: Cikon Film, 1991.

Heyne, Isolde. *Yildiz heißt Stern*. Wuerzburg: Arena Verlag, 1994.

König, Karin. *Oya: Fremde Heimat Türkei*. München: DTV, 1995.

Tworuschka, Monika and Udo. *Der Islam Kindern erklärt*. Gütersloh: Gütersloher Verlagshaus, 1999.

Wilkinson, Philip. *Der Islam: Geschichte, Glaube und Gesellschaft*. Hildesheim: Gerstenberg Verlag, 2003.

Die Wise Guys. *Ganz Weit Vorne*. Pavement, 2001. ("Zur Lage der Nation")

YouTube Video Series
Zukar by Firas Ashalter

ASSESSMENTS:

1. "At the Bell" review of previous week's segment
2. Weekly vocabulary sheet
3. Worksheet
4. Oral questions and answers
5. Class discussion
6. Written and oral summaries
7. Writing Project – Writing letters between characters, writing journal entries, writing a newspaper article or a formal essay on major themes.

REMEDIATION:

1. Extra help from the teacher
2. Extra time to master comprehension
3. Reinforcement worksheets
4. Re-teach concepts
5. Re-listen to segments/episodes
6. Anchor Activities

ENRICHMENT:

1. Expanded list of vocabulary
2. Faster paced listening assignments on own
3. View additional episodes on own
4. Various Internet sites (www.aatg.org, www.goethe.de, www.dw.de, www.yabla.com)

COURSE: German 4 (Honors)

Grade(s) 10-12

UNIT: Wiedervereinigung

NATIONAL STANDARDS:

1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

Goals:

1. Students will be able to improve their reading and comprehension skills by reading and discussing articles about this historical time period.
2. Students will be able to improve their listening and comprehension skills by listening to and watching films, TV series and interviews about this historical time period.
3. Students will be able to compare and contrast life in the former East Germany and West Germany.
4. Students will perform Internet research, write their findings in German and present their research orally in German.
5. Students will be able to use the subjunctive to write what they would have done if they were the character Alex in the film *Goodbye, Lenin*.

UNIT OBJECTIVES:

1. Students will be able to say, write, read and understand German vocabulary related to historical events related to the separation of Germany into East and West, life in the former East Germany and Reunification.
2. Students will be able to recognize and use the following grammatical items:
 - a. Conversational and Narrative Past Tenses
 - b. Relative Pronouns
 - c. Infinitives
 - d. Subjunctive
3. Students will synthesize and integrate content from the following themes:
 - a. Global Challenges
 - b. Contemporary Life
 - c. Personal and Public Identities
 - d. Families and Communities

ACTIVITIES:

1. Reading articles, accompanied by multiple choice/comprehension questions, short writing assignments and classroom discussion.
2. Students will view videos from Yabla.com. They will complete online cloze texts that go with each video and also discuss each video relates to the historical time period, divided Germany and Reunification.
3. Research on well-loved and remembered former East German products.
4. Watch the TV series "Weissensee" and make comparisons between life in the former East Germany and West Germany.
5. Watch the film *Goodbye, Lenin*, accompanied by a writing assignment and classroom discussion.
6. Classroom discussion

RESOURCES:

Barbe, Katharina, et al. *Prüfungstraining: AP German Language and Culture*. Berlin: Cornelsen Schulverlage GmbH, 2013. (Audio and Print Stimuli 2-5)

Kaufmann, Susan, Lutz Rohrmann, Petra Szablewski-Cavus. *Orientierungskurs Deutschland:*

ASSESSMENTS:

1. Paired Activities
2. Written and oral responses to listening and reading activities
3. Classroom discussion
4. Homework worksheets
5. Written quizzes
6. Internet research project on former East German products.
7. Oral quizzes

REMEDIATION:

1. Extra help from the teacher
2. Reduced amount of vocabulary and extra time to master concepts
3. Reinforcement worksheets
4. Re-teaching concepts
5. Anchor activities
6. Various language learning CD-Roms
7. Various Internet sites (www.aatg.org, www.goethe.de, etc.)

ENRICHMENT:

1. Expanded list of vocabulary
2. Enrichment/Challenge activities
3. Various language learning CD-Roms
4. Various Internet sites (www.aatg.org, www.goethe.de, etc.)

Geschichte, Kultur, Institutionen. Berlin: Langenscheidt. 2007. (Chapter 1, Geschichte der Bundesrepublik Deutschland, pg. 4-9)

Lösche, Ralf-Peter. *Der Fall der Mauer: Authentic Cultural Video Reports.* Klett.

Pilaski, Anna, Birgitta Fröhlich, Christiane Bolte-Costabiei, Heinke Behal-Thomsen. *Entdeckungsreise D-A-CH: Kursbuch zur Landeskunde.* Berlin: Langenscheidt. 2011. (Das Leben in der BRD und DDR, pg. 118-121)

<https://www.zdf.de/kinder/logo/deutsche-geschichte-100.html> (specifically "geteiltes Deutschland" und "Mauerfall und Wiedervereinigung")

<https://www.ostprodukte-versand.de/> (Products from the former East Germany)

Deutsche Welle articles and podcasts:
<https://www.dw.com/de/der-mauerfall-eine-unterrichtsreihe/a-2340056>

<https://www.dw.com/de/sehnsucht-nach-der-guten-alten-zeit/a-18037690>

<https://www.dw.com/de/die-ostalgie-erinnerungen-an-die-ddr/av-18658089>

<https://www.dw.com/de/die-ostalgie/av-16023335>

<https://www.dw.com/de/25-jahre-deutsche-einheit/a-18751699>

Yabla Videos
25 Jahren Wiedervereinigung – Ampelmännchen wird Einheitsmännchen

25 Jahre Mauerfall – Radtour durch die Geschichte

Jonathan Johnson – die Berliner Mauer und Ostberlin

Der Trabi – das Kultauto aus dem Osten

Film
Goodbye, Lenin! (2003)

Teacher-generated worksheets and activities

Authentic materials from the Internet

5. Independent and expanded research on issues related to the former East Germany and reunification.
6. Anchor activities

German 4 Resources

Barbe, Katharina, et al. *Prüfungstraining: AP German Language and Culture*. Berlin: Cornelsen Schulverlage GmbH, 2013. (Audio and Print Stimuli 2-3)

Dräger, Thomas. *Öffnen Sie den Koffer, Herr Özyurt*. Berlin: Cikon Film, 1991.

German English Visual Bilingual Dictionary. New York: Dorling Kindersley Limited, 2005.
Glasgow, Mary. *Das Rad*. London: Scholastic, Inc., 2010-2013. (Teen Magazine)

Goethe Institute. *Menschen in Deutschland Calendar 2017*. München: Goethe Institut, 2017. (Wohnen, Aktiv Alt, Erwachsen Werden, Studentenleben)

Heyne, Isolde. *Yildiz heißt Stern*. Wuerzburg: Arena Verlag, 1994.

Kaufmann, Susan, Lutz Rohrmann, Petra Szablewski-Cavus. *Orientierungskurs Deutschland: Geschichte, Kultur, Institutionen*. Berlin: Langenscheidt. 2007. (Deutschlands Beste, pg. 52-53; In Deutschland kann man..., pg. 56-57)

König, Karin. *Oya: Fremde Heimat Türkei*. München: DTV, 1995.

Koithan, Ute, Helen Schmitz, Tanja Sieber, Ralph Sonntag. *Aspekte neu: Mittelstufe Deutsch*. München: Klett-Langenscheidt GmbH, 2014.

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

Lorig, Sven. *Deutschland: Was ist was? Band 126*. Nürnberg: Tessloff. 2010. (Berühmte Deutsche, pg. 36-37; Deutsche Erfindungen und Erfinder, pg. 45; Weiterbestätten in Deutschland, pg. 46-47)

Morewedge, Rosmarie Thee. *Mitlesen-Mitteilen: Literarische Texte zum Lesen, Sprechen, Schreiben und Hören (Fourth Edition)*. Boston: Heinle. 2008.

Petersen, Kristina. *Kleiner Deutschlandatlas*. Mannheim: Meyers Lexikonverlag, 2007.

Pilaski, Anna, Birgitta Fröhlich, Christiane Bolte-Costabiei, Heinke Behal-Thomsen. *Entdeckungsreise D-A-CH: Kursbuch zur Landeskunde*. Berlin: Langenscheidt. 2011. (Erfindungen, pg. 90-91; Nobelpreisträger, pg. 92-93; Innovative Unternehmen, pg. 132-133)

Seiffert, Christian. *Treffpunkt D-A-CH. Cultural Reader and Exercise Booklet*. Berlin: Langenscheidt, 2010.

Seiffert, Christian. *Treffpunkt D-A-CH. Landeskundeheft 2*. Berlin: Langenscheidt, 2010.

Türkisch für Anfänger Staffel 1 (Season 1): DVD and Teacher-Created Worksheets
Tworuschka, Monika and Udo. *Der Islam Kindern erklärt*. Gütersloh: Gütersloher Verlagshaus, 1999.

Wilkinson, Philip. *Der Islam: Geschichte, Glaube und Gesellschaft*. Hildesheim: Gerstenberg Verlag, 2003.

Films:

Sophie Scholl: Die letzten Tagen (2005)

Goodbye, Lenin (2003)

Various internet sites, CD-ROMs, magazines, newspapers, etc.

Specifically:

- www.dw.de
- www.statista.de
- www.yabla.com
- apcentral.collegeboard.org
- www.nachrichtenleicht.de/
- www.zdf.de/kinder/logo
- www.wdrmaus.de

Various music CDs from the following groups: Wise Guys, Die Prinzen, Silbermond, Tokio Hotel, Rosenstolz, Sportfreunde Stiller, Wir sind Helden, Die Fantastischen Vier, Fettes Brot, Rammstein, etc.