



**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
CHARTING THE COURSE

*Department of Teaching & Learning*  
*Parent/Student Course Information*

**ADVANCED PLACEMENT GERMAN LANGUAGE AND CULTURE**  
**(FL 5260)**  
**One credit, one year**  
**GRADES 11-12**

*Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.*

**COURSE DESCRIPTION**

Students actively communicate as they expand their ability to express ideas with fluency and accuracy in both spoken and written language. In addition, they develop the ability to understand spoken language in various contexts and use extensive and sophisticated vocabulary for reading current and traditional texts.

The Advanced Placement (AP) German Language and Culture course prepares students to take the AP German Language and Culture Examination in May. College credit may be granted, subject to the requirements of the college or university.

**PREREQUISITE**

German IV or V

**OPTIONS FOR NEXT COURSE**

Students who study one language for an extended period of time will have the opportunity to achieve the highest levels of performance in the five goal areas: Communication, Cultures, Connections, Comparisons, and Communities.

Students pursuing an advanced diploma must successfully complete three years of one language or two years of two languages.

Students may begin the study of a new language, i.e., French I, Latin I or Spanish I (Grades 6-12), Japanese I (Grades 7-12) or Russian I (Grades 9-12).

**REQUIRED STUDENT TEXTBOOKS**

*Aspekte 1* (Langenscheidt, 2007)

*Denk Mal* (Vista Higher Learning, 2012)

**SUPPLEMENTARY MATERIALS**

The teacher may choose to supplement the basal textbook with materials to extend and enrich the students' understanding of course topics. These materials may be drawn from daily newspapers, periodicals, television and other audio/visual media, primary source documents, simulations, and computer programs.

For more information on this or any other Advanced Placement course, visit College Board Online at [www.collegeboard.org](http://www.collegeboard.org).

## **Learning Objectives for Spoken Interpersonal Communication**

### **Primary Objective: The student engages in spoken interpersonal communications.**

- The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in formal situations.
- The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in informal situations.
- The student elicits information and clarifies meaning by using a variety of strategies.
- The student states and supports opinion in oral interactions.
- The student initiates and sustains interaction through the use of various verbal and nonverbal strategies.
- The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions.
- The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.
- The student self-monitors and adjusts language production.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

## **Learning Objectives for Written Interpersonal Communication**

### **Primary Objective: The student engages in written interpersonal communications.**

- The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in formal situations.
- The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in informal situations.
- The student writes formal correspondence in a variety of media using appropriate formats and conventions.
- The student writes informal correspondence in a variety of media using appropriate formats and conventions.
- The student elicits information and clarifies meaning by using a variety of strategies.
- The student states and supports opinions in written interactions.
- The student initiates and sustains interaction during written interpersonal communication in a variety of media.
- The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions.
- The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.

- The student self-monitors and adjusts language production.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

## **Learning Objectives for Audio, Visual, and Audiovisual Interpretive Communication**

**Primary Objective: The student synthesizes information from a variety of authentic audio, visual, and audiovisual resources.**

- The student demonstrates comprehension of content from authentic audio resources.
- The student demonstrates comprehension of content from authentic audiovisual resources.
- The student demonstrates comprehension of content from authentic visual resources.
- The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally appropriate expressions.
- The student understands the purpose of a message and the point of view of its author.
- The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources.
- The student demonstrates critical viewing or listening of audio, visual, and audiovisual resources in the target cultural context.
- The student monitors comprehension and uses other sources to enhance understanding.
- The student examines, compares, and reflects on products, practices, and perspectives of the target culture(s).
- The student evaluates similarities and differences in the perspectives of the target culture(s) and his or her own culture(s) as found in audio, visual, and audiovisual resources.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

## **Learning Objectives for Written and Print Interpretive Communication**

**Primary Objective: The student synthesizes information from a variety of authentic written and print resources.**

- The student demonstrates comprehension of content from authentic written and print resources.
- The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally appropriate expressions.
- The student understands the purpose of a message and the point of view of its author.
- The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic written and print resources.
- The student demonstrates critical reading of audio, written and print resources in the target cultural context.

- The student monitors comprehension and uses other sources to enhance understanding.
- The student examines, compares, and reflects on products, practices, and perspectives of the target culture(s).
- The student evaluates similarities and differences in the perspectives of the target culture(s) and his or her own culture(s) as found in written and print resources.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

## **Learning Objectives for Spoken Presentational Communication**

### **Primary Objective: The student plans, produces, and presents spoken presentational communications.**

- The student produces a variety of creative oral presentations (e.g., original story, personal narrative, speech, performance).
- The student retells or summarizes information in narrative form, demonstrating a consideration of audience.
- The student creates and gives persuasive speeches.
- The student expounds on familiar topics and those requiring research.
- The student uses reference tools, acknowledges sources, and cites them appropriately.
- The student self-monitors and adjusts language production.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

## **Learning Objectives for Spoken Presentational Communication**

### **Primary Objective: The student plans and produces written presentational communications.**

- The student produces a variety of creative writings (e.g., original story, personal narrative, script).
- The student retells or summarizes information in narrative form, demonstrating a consideration of audience.
- The student produces persuasive essays.
- The student produces expository writing, including researched reports.
- The student uses reference tools, acknowledges sources, and cites them appropriately.
- The student self-edits written work for content, organization, and grammar.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

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Produced by the Department of Media and Communications for the Department of Teaching and Learning.  
For further information please call (757) 263-1070.

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To seek resolution of grievances resulting from alleged discrimination or to report violations of these policies, please contact the Title VI/Title IX Coordinator/Director of Student Leadership at (757) 263-2020, 1413 Laskin Road, Virginia Beach, Virginia, 23451 (for student complaints) or the Section 504/ADA Coordinator/Chief Human Resources Officer at (757) 263-1133, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (for employees or other citizens). Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Laskin Road Annex, 1413 Laskin Road, Virginia Beach, Virginia, 23451.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write The Department of Teaching and Learning, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1070 (voice); fax 263-1424; 263-1240 (TDD) or email her at [Jennifer.Carson@VBSchools.com](mailto:Jennifer.Carson@VBSchools.com)

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