

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



AP German

CAC Approval Date: April 29, 2026 Board Approval Date: May 21, 2026	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 9, 10, 11, 12	Subject Area: World Language Elective Area (if applicable): World Language
Prerequisite(s): Minimum grade of C- in German 3	Corequisite(s): None
CTE Sector/Pathway: N/A	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (e) Language other than English	
Graduation Requirement: No	
Course Intent: District Course Program (if applicable): AP	
Folsom Cordova Unified School District 2024-2025 Nondiscrimination Statement The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact: Jim Huber, Ed.D., Assistant Superintendent, Educational Services Compliance Officer, Section 504 Coordinator, ADA Coordinator (students) jhuber@fcusd.org 916-294-9000 x 104580 Shannon Diaz, Director of Compliance Compliance Officer and Title IX Coordinator sdiaz@fcusd.org 916-294-9000 x 104415	

**1965 Birkmont Drive
Rancho Cordova, CA 95742**

The Folsom Cordova Unified School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Folsom Cordova Unified School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District Title IX Coordinator is:

**Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742**

The District nondiscrimination policy can be located at:

<https://www.fcusd.org/district/about-us/nondiscrimination-statementpolicy>

The District's nondiscrimination complaint procedures can be located at:

Students: <https://www.fcusd.org/departments/compliance/complaints/uniform-complaints>

Staff: <https://www.fcusd.org/departments/compliance/complaints/nondiscrimination-in-employment>

To report information about conduct that may constitute sex discrimination or sex-based harassment, or make a complaint of sex discrimination or sex-based harassment under Title IX, please refer to:

Students: <https://www.fcusd.org/district/about-us/title-ix-notificationsexual-harassment>

Staff: <https://www.fcusd.org/departments/compliance/complaints/sexual-harrassment-title-ix>

COURSE DESCRIPTION:

AP German Language and Culture is a continuation of the German 3 course. Emphasis is on advanced development of the four major language skills through immersion: listening; speaking; reading; and writing, with a focus on the integration of authentic resources and cultural perspectives. Through the use of text, video, audio, authentic materials from German-speaking communities, and College Board-aligned activities, each student has the opportunity to achieve proficiency in interpersonal, interpretive, and presentational modes of communication. Students will explore the six AP themes (Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics) while examining cultural products, practices, and perspectives from the German-speaking world. Students will be held accountable for increased self-directed learning and will demonstrate their ability to communicate spontaneously and accurately on a variety of topics. The course is conducted exclusively in the target language and prepares students to take the AP German Language and Culture exam in May.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Man ist, was man isst: Das Essen und die Kultur (Kap.3) Regional foods and food-related traditions	What role does food play in the identity of a region or country? What are the social and environmental impacts of the production and consumption of food? What is the impact of globalization on regional and national food cultures?	*Informal assessments *Language practice activities *Presentations	*Unit Test (listening comprehension, vocabulary, grammar, culture, reading comprehension, writing, speaking) *Presentations
Unit 1 Essential Standards 1. Reading: Students interpret the content and make meaning of the written language used in a variety of formats: texts, graphs, short stories, news articles, excerpts of literature, advertisements, emails, poetry, etc. 4. Speaking: Communicate interpersonally by speaking with others and also communicate through spoken presentations. 5. Cultural Understanding: Using the four modalities of communication, students will develop and demonstrate a deeper understanding of the cultures of the target language and make interdisciplinary and cultural connections.			
2. Ästhetischer Aktivismus: Die Kunst und das politische Engagement (Kap. 4) Analysis of a work of art, German Expressionism, artist groups and movements; art as a form of activism	What does a work of art teach us about society at the time in which it was created? Is art always beautiful? Does it need to be beautiful in order to fulfill its purpose as a work of art?	*Informal assessments *Language practice activities *Presentations	*Unit Test (listening comprehension, vocabulary, grammar, culture, reading comprehension, writing, speaking) *Presentations
Unit 2 Essential Standards 2. Listening: Students interpret the content and make meaning of the spoken language or audio text used in a variety of formats: podcasts, conversations, interviews, news reports, student presentations, films, etc. 3. Writing: Presentational writing through both informal interpersonal communication and formal expository writing. 4. Speaking: Communicate interpersonally by speaking with others and also communicate through spoken			

presentations.

3. Von Emotionen und Politik: Musik als der Soundtrack unseres Lebens (Kap. 5)

Music and its role in society

Which music genres and artists are most influential in the German-speaking countries?
How does music influence public and private identities, especially those of young people?
How is music education organized in German-speaking countries?

*Informal assessments
*Language practice activities
*Presentations

*Unit Test (listening comprehension, vocabulary, grammar, culture, reading comprehension, writing, speaking)
*Presentations

Unit 3 Essential Standards

1. Reading: Students interpret the content and make meaning of the written language used in a variety of formats: texts, graphs, short stories, news articles, excerpts of literature, advertisements, emails, poetry, etc.
2. Listening: Students interpret the content and make meaning of the spoken language or audio text used in a variety of formats: podcasts, conversations, interviews, news reports, student presentations, films, etc.
5. Cultural Understanding: Using the four modalities of communication, students will develop and demonstrate a deeper understanding of the cultures of the target language and make interdisciplinary and cultural connections.

4. Grünes Leben: Umweltschutz, Politik, Nachhaltigkeit (Kap. 6)

A history of environmentalism in Germany; renewable energies

How does the environment affect individual lives and what impact do individuals have on the environment?
What does it mean to live sustainably?
In what ways are individuals, communities, and industry responsible for protecting the environment?

*Informal assessments
*Language practice activities
*Presentations

*Unit Test (listening comprehension, vocabulary, grammar, culture, reading comprehension, writing, speaking)
*Presentations

Unit 4 Essential Standards

3. Writing: Presentational writing through both informal interpersonal communication and formal expository writing.
4. Speaking: Communicate interpersonally by speaking with others and also communicate through spoken presentations.
5. Cultural Understanding: Using the four modalities of communication, students will develop and demonstrate a deeper understanding of the cultures of the target language and make interdisciplinary and cultural connections.

5. Mobilität und Medien: Erfindungen,

How do developments in science and technology affect our lives?

*Informal assessments
*Language practice activities
*Presentations

*Unit Test (listening comprehension, vocabulary, grammar,

Engagement, Kommunikation (Kap. 7) German-speaking inventors and their inventions; digital technologies and political activism; privacy, personal data and the internet	What role do ethics play in scientific advancement? How do social networks and social media affect communication and human relationships in cultures throughout the world?		culture, reading comprehension, writing, speaking) *Presentations
Unit 5 Essential Standards 1. Reading: Students interpret the content and make meaning of the written language used in a variety of formats: texts, graphs, short stories, news articles, excerpts of literature, advertisements, emails, poetry, etc. 3. Writing: Presentational writing through both informal interpersonal communication and formal expository writing. 4. Speaking: Communicate interpersonally by speaking with others and also communicate through spoken presentations.			
6. Grenzen überschreiten: Ein Blick in die Vergangenheit (Kap. 8) German history, post WWII; systemic differences between East and West Germany; events leading to the fall of the Berlin Wall and German unification	In what ways did the experiences of WWII influence postwar generations? How did the division of Germany into East and West affect the lives of the people living in both countries? Which events led to the fall of the Berlin Wall and ultimately to German reunification?	*Informal assessments *Language practice activities *Presentations	*Unit Test (listening comprehension, vocabulary, grammar, culture, reading comprehension, writing, speaking) *Presentations
Unit 6 Essential Standards 2. Listening: Students interpret the content and make meaning of the spoken language or audio text used in a variety of formats: podcasts, conversations, interviews, news reports, student presentations, films, etc. 3. Writing: Presentational writing through both informal interpersonal communication and formal expository writing. 5. Cultural Understanding: Using the four modalities of communication, students will develop and demonstrate a deeper understanding of the cultures of the target language and make interdisciplinary and cultural connections			
7. Deutschland:	What are the benefits of a	*Informal assessments	*Unit Test (listening

Immigration und Integration (Kap. 9) Centers of German heritage in the United States; German immigration laws; challenges of integration	multicultural society? What role does immigration play in ensuring a multicultural society? What political and social issues are associated with immigration? How can a multicultural society change the national identity of a country and the views of that country from the outside?	*Language practice activities *Presentations	comprehension, vocabulary, grammar, culture, reading comprehension, writing, speaking) *Presentations
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Unit 7 Essential Standards

2. Listening: Students interpret the content and make meaning of the spoken language or audio text used in a variety of formats: podcasts, conversations, interviews, news reports, student presentations, films, etc.
4. Speaking: Communicate interpersonally by speaking with others and also communicate through spoken presentations.
5. Cultural Understanding: Using the four modalities of communication, students will develop and demonstrate a deeper understanding of the cultures of the target language and make interdisciplinary and cultural connections.

8. Die deutsche Identität: Regional, national und international (Kap. 10) German identity and stereotypes about Germany; the meaning of the concepts “Europe” and “European”	Which events have played important roles in defining Germany as it is known today? How has the German language evolved over time and who has contributed to its standardization? How do Germans perceive the role of their country in the context of the European Union?	*Informal assessments *Language practice activities *Presentations	*Unit Test (listening comprehension, vocabulary, grammar, culture, reading comprehension, writing, speaking) *Presentations
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Unit 8 Essential Standards

3. Writing: Presentational writing through both informal interpersonal communication and formal expository writing.
4. Speaking: Communicate interpersonally by speaking with others and also communicate through spoken presentations.
5. Cultural Understanding: Using the four modalities of communication, students will develop and demonstrate a deeper understanding of the cultures of the target language and make interdisciplinary and cultural connections.

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

N/A

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/fl/cf/documents/wlframework.pdf>

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.cde.ca.gov/be/st/ss/worldlanguage.asp>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

<https://apcentral.collegeboard.org/media/pdf/ap-german-language-and-culture-course-and-exam-description.pdf>

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Textbook Title ISBN #	Author(s)	Publisher	Edition
<i>Yes</i>	<i>Neue Blickwinkel: Wege zur Kommunikation und Kultur</i> <i>Digital Licenses</i>	Chalupa & Haseborg	Wayside Publishing	2nd