

**Overview.** In this unit, students learn about how perceptions of beauty and aesthetics are established and perpetuated in the target culture. They also gain exposure to how ideals of beauty and aesthetics are reflected in literature and contemporary society.

Students clarify their own perceptions relating to beauty and aesthetics relating to the human form, the arts, literature, technology and nature. They read and discuss a fairy tale on the theme and understand the critical features of German fairy tales. They also study psychological and social theories on the importance of fairy tales. They create a personal fairy tale to illustrate their ability to expound upon this unit's theme. Further, students explore how ideals of beauty and aesthetics relating to the human form have evolved in the target culture. Finally, students learn about recent research on how ideals of beauty and aesthetics relate to employment and other societal issues.

Students acquire proficiency in using subordinating conjunctions to connect their ideas. In addition, students gain exposure to language verb structures such as the passive voice and the narrative past tense. Students also explore using the infinitive with and without "zu".

**Essential Questions:**

- How are perceptions of beauty and creativity established?
- How do ideals of beauty and aesthetics influence daily life?

**Enduring Understandings:**

- Perceptions of beauty change with time and societies.
- Ideals of beauty and aesthetics influence daily life.
- Most people distinguish between inner beauty and outer beauty. For some, inner beauty is as important to many as outer beauty.

**CURRICULUM STANDARDS / STUDENT OUTCOMES****Communication****Interpersonal**

- Express and defend with detail personal preferences, feelings, and opinions of beauty and personality. (WLC 1.1.b.)

**Interpretive Listening**

- Identify concepts of beauty in authentic music and news sources and apply this information to new contexts. (WLC 1.1.a.)

**Interpretive Reading**

- Comprehend, analyze, and compare concepts of beauty in German fairy tales. (WLC 1.2.b.)

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RI.10-12.1)
- By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 12 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.12.10)

### **Presentational Writing**

- Write informative/explanatory texts to examine and convey the advantages of beauty in the workplace. (WLC 1.3.b.) (W.11-12.2)
- Write narratives to develop fairy tales using effective technique, well-chosen details, and well-structured event sequences. (W.11-12.3)

## **Culture**

### **Practices**

- Discuss and analyze the relationship between German fairy tales to the underlying beliefs and values related to concepts of beauty. (WLC 2.1.c.)

### **Products**

- Analyze the relationship between German fairy tales to the underlying beliefs and values of culture concerning ideals of beauty. (WLC 2.2.a.)

## **Connections**

### **Across Disciplines**

- Describe how people conforming to current ideals of beauty have an economic advantage over those who are considered less beautiful. (WLC 3.1.a.)

### **Added Perspectives**

- Apply perspectives of the cultures under study to solve problems about beauty and self-image in one's own culture (WLC 3.1.b.)

## **Comparisons**

### **Culture**

- Compare contemporary American ideals of beauty with those in Germany. (WLC 4.2.a.)
- Compare the more brutal Grimm version of *Schneewittchen* with the Disney equivalent "Snow White and the Seven Dwarfs." (WLC 4.2.a.)

## **Communities**

### **Practical Applications**

- Maintain a personal account about how personal beliefs about beauty have been influenced due to the culture studied. (WLC 5.1.a.)

### **Personal Enrichment**

- Relate German cultural perspectives of self-image and beauty to personal beliefs and practices. (WLC 5.2.c)

**Overview.** In this unit, students explore the role of the individual in families and communities. They also compare and contrast familial and communal roles in their own and target cultures.

First, students learn how to characterize familial relationships and structures. They clarify the importance and influence of these roles in individual and communal life. They analyze change in family structures and their influence on contemporary society. Finally, they reflect on how these themes are illustrated in two literary passages.

During this unit, students acquire language structures such as the genitive case, comparative and superlative of adjectives and adverbs, and reflexive verbs. They also gain exposure to the passive voice and subjunctive I. Further, students expand their vocabularies by exploring suffixes and prefixes.

**Essential Questions:**

- What constitutes a family in different societies?
- How do individuals contribute to the wellbeing of communities?
- How do the roles that families and communities assume differ in societies around the world?

**Enduring Understandings:**

- Family structures and the roles of family members change over time.
- Familiar relationships influence who we are.

**CURRICULUM STANDARDS / STUDENT OUTCOMES****Communication****Interpersonal**

- Express and defend with detail personal preferences, feelings, and opinions relating to family relationships and shifts in roles. (WLC 1.1.b.)

**Interpretive Listening and Reading**

- Identify concepts of family structures and roles in authentic music and news sources and apply this information to new contexts. (WLC 1.2.a.)
- Comprehend, analyze, and compare concepts of family structures and roles. (WLC 1.2.b.)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RI.10-12.1)
- By the end of grade 12, read and comprehend informational text in the grade 12 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.12.10)

**Presentational Writing**

- Write arguments to support claims in an analysis of how family structures and familiar roles have changed over time, as well as the underlying causes for these changes, using valid reasoning and relevant and sufficient evidence. (WLC 1.3.b.) (W.11-12.2)
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of family issues under study. (WLC 1.3.a)

**Culture****Practices**

- Discuss and analyze support systems in place for new parents in Germany. (WLC 2.1.a.)
- Analyze, and evaluate the importance of family in German culture. (WLC 2.1.c.)

**Products**

- Analyze trends in family structures and familiar roles. (WLC 2.2.c.)

**Connections****Across Disciplines**

- Evaluate the connection between changes in family structure and familial roles with changes in political policy such as gender equality. (WLC 3.1.b.)

**Added Perspectives**

- Describe and analyze the perspectives gained from a wide variety of authentic sources from the cultures studied. (WLC 3.1.a.)

**Comparisons****Culture**

- Compare family structures and familial roles in the United States with those in Germany. (WLC 4.2.a.)

**Communities****Practical Applications**

- Maintain an account about how personal beliefs about family roles and relationships have been influenced due to the culture studied. (WLC 5.1.a.)

**Personal Enrichment**

- Relate German cultural perspectives of family roles and relationships to personal beliefs and practices. (WLC 5.2.c)

## GERMAN IV

## UNIT 3: *Science and Technology*

**Overview.** In this unit, students learn about scientific and technological advances in medicine. They explore how cultural beliefs and practices impact choices in treating illness and the role of government in health care decisions.

First, they learn how to express ailments and identify remedies. They assess the potential benefits and challenges of alternative forms of medicine for these ailments. Then, students identify a bio-ethical issue, explore it, and debate the issue. Finally, students gain exposure to demographic challenges in the target culture and their impact on health care.

Students also acquire such language structures as dative verbs, modal auxiliaries, subordinating conjunctions and the passive voice.

### **Essential Questions:**

- How do cultural beliefs and practices impact choices in medical treatments?
- What is the role of government in personal healthcare decisions?

### **Enduring Understandings:**

- How we take care of ourselves is representative of the products, practices, and perspectives of a culture.
- Both traditional remedies and newer medical advances improve quality of life.
- Healthcare systems evolve to meet the needs of changing demographics.

## **CURRICULUM STANDARDS / STUDENT OUTCOMES**

### **Communication**

#### **Interpersonal**

- Ask and answer questions about government policy and personal healthcare choices. (WLC 1.1.a.)
- Express concerns, hopes, opinions, and necessity in reference to healthcare and healthcare technology. (WLC 1.1.b.)
- Discuss options for treatment and healthcare decisions based on different perspectives. (WLC 1.1.c.)

#### **Interpretive Listening and Reading**

- Identify concepts of healthcare, new technologies in the healthcare field, and bio-ethics in authentic sources and apply this information to new contexts. (WLC 1.2.a.)
- Comprehend, analyze, and compare concepts of how governmental policies affect personal healthcare decisions. (WLC 1.2.b.)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RI.10-12.1)

- By the end of grade 12, read and comprehend informational text in the grade 12 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.12.10)

### **Presentational Writing**

- Write arguments to support claims in an analysis of a bioethics topic, appropriate healthcare, or new technology in the healthcare field, using valid reasoning and relevant and sufficient evidence. (WLC 1.3.b.) (W.11-12.2)
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of healthcare issues under study. (WLC 1.3.a) (W.11-12.7)

## **Culture**

### **Practices**

- Interact according to the social and cultural patterns of behavior in a variety of formal or informal medical contexts. (WLC 2.1.a.)
- Analyze, and evaluate traditional and alternate medical practices in German culture. (WLC 2.1.c.)

### **Products**

- Analyze, and evaluate new technologies in healthcare and how they impact German culture. (WLC 2.2.b.)
- Explain the impact of Germany's views on how governmental policies affect personal healthcare decisions and on topics of bioethics. (WLC 2.2.c.)

## **Connections**

### **Across Disciplines**

- Use specialized language and structures in German to increase knowledge of the healthcare field. (WLC 3.1.a.)

### **Added Perspectives**

- Describe and analyze the perspectives gained from a wide variety of authentic sources from the German culture. (WLC 3.1.a.)

## **Comparisons**

### **Culture**

- Compare healthcare systems in the United States with those in Germany. (WLC 4.2.a.)

## **Communities**

### **Practical Applications**

- Research, describe, and present with target language proficiency available media (i.e., TV news broadcasts), print (i.e., library), and commercial establishments in the local and world community. (WLC 5.1.b.)

**Personal Enrichment**

- Research and create a multimedia presentation which facilitates an in-depth understanding of languages and cultures. (WLC 5.2.c)



## GERMAN IV

## UNIT 4: *Global Challenges*

**Overview.** In this unit, students learn about the origin and nature of today's globalized world. They also explore solutions to the world's most pressing environmental, political, social and cultural challenges. As an introduction to the theme, students become familiar with the term globalization and explore its dimensions in the fields of economy, politics, society and culture. They share personal associations with the term and gain exposure to the associations held by members of the target culture. Next, students explore the advantages and disadvantages to globalization. They examine contemporary political and social responses to global challenges. Specifically, students explore how globalization is a source of protest and activism in the target culture and beyond. Students acquire the language structures in this unit such as "zu" clauses, the passive voice, verbs with certain prepositions. They examine structures that are employed to speculate such as the subjunctive 1 and 2 and the conditional. They examine how da-compounds are used to express ideas coherently and economically.

### **Essential Questions:**

- What environmental, political and social issues pose challenges to societies throughout the world?
- What are the origins of those issues?
- What are possible solutions to those challenges?

### **Enduring Understandings:**

- In a globalized world, countries are increasingly codependent.
- There are advantages and disadvantages to globalization.
- In the 21<sup>st</sup> Century, countries must work together to confront the political, economic and social challenges of a globalized world.
- Individuals can promote change through social activism using new media.

## **CURRICULUM STANDARDS / STUDENT OUTCOMES**

### **Communication**

#### **Interpersonal**

- Ask and answer a variety of questions that elicit elaboration and substantiation of opinions about the topic of globalization. (WLC 1.1.a.)
- Express, defend, and provide complete explanation with substantive detail about personal preferences, feelings, and opinions on the topic of globalization. (WLC 1.1.b.)

#### **Interpretive Listening & Reading**

- Demonstrate understanding of developmentally appropriate information gained through active listening and apply this information to new contexts. (WLC 1.2.c.)
- Use a variety of authentic resources, language experiences, and strategies to derive and negotiate meaning more independently. (WLC 1.2.a.)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RI.10-12.1)

- By the end of grades 11-12, read and comprehend literature, including stories, dramas, and poems, in the grades 11–12 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.11-12.10)

### **Presentational Speaking**

- Research and deliver a presentation on the topic of globalization. (WLC 1.3.a.)
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (CCSS-ELA, Speaking and Listening, Grade 11-12.4)

## **Culture**

### **Practices**

- Identify perspectives of the target culture with respect to the economic, political, and social dimensions globalization. (WLC 2.1.c.)

### **Products**

- Identify products of the target culture with respect to the economic, political and social dimensions of globalization. (WLC 2.2.b.)

## **Connections**

### **Across Disciplines**

- Use specialized language and structures in German to increase knowledge of globalization. (WLC 3.1.a.)

### **Added Perspectives**

- Identify the economic, political and social dimensions of globalization. (WLC 3.2.b.)

## **Comparisons**

### **Language**

- Compare complex grammatical structures for the purpose of discussing globalization. (WLC 4.1.a.)

### **Culture**

- Interpret the form, meaning, and importance of perspectives, practices, and products in different cultures as compared to their own. (WLC 4.2.a.)

## **Communities**

### **Practical Applications**

- Research, describe, and present with target language proficiency available media sources pertaining to the topics under study. (WLC 5.1.b.)

### **Personal Enrichment**

- Research activities sponsored by local, national, or international groups and communities (real/virtual) through which the target culture will be experienced in the target language. (WLC 5.2.c.)

**Overview.** In this unit, students how their personal interests and beliefs influence daily life in personal and professional contexts. As an introduction to the theme, students explore professions in the target culture. They investigate the underlying factors that influence job choice such as personal talents, interests, and the job market. They gain further insight into the theme by comparing and contrasting workplace expectations of employees and employers in the 21st century. Finally, they explore prerequisite skills for selected professions and clarify how their own skills match their choice of future professions. The structures that students gain exposure to and acquire are relative clauses, subordinating conjunctions, verbs with certain prepositions, the passive voice, and subjunctive 1.

**Essential Questions:**

- How do one's talents and interests influence his or her professional life?
- What are challenges in the world of work?

**Enduring Understandings:**

- Our personal needs and interests influence our professional goals.
- The workplace is always changing, and individuals need to change to meet the new professional demands placed on them.
- Employers need to be aware of the expectations of their employees and vice versa to maintain a successful workplace.

**CURRICULUM STANDARDS / STUDENT OUTCOMES****Communication****Interpersonal**

- Ask and answer a variety of questions that elicit elaboration on what particular professions entail, such as responsibilities, benefits, qualifications of candidates, interests, education, skills, and experience. (WLC.1.1.a.)
- Express, defend, and provide a complete explanation with substantive detail about personal preferences, opinions regarding different professions. (WLC.1.1.b.)

**Interpretive Reading and Listening**

- Use a variety of authentic resources including short videos, current event articles, and popular songs to derive and independently negotiate meaning in relation to an individual's professional life and the world of work. (WLC.1.2.a.) (CCSS-ELA, RI.11-12.7.)
- Demonstrate understanding of professional life and the world of work gained through active listening or reading by applying it to a different context. (WLC.1.2.c.)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RI.10-12.1)

- By the end of grade 12, read and comprehend informational text in the grade 12 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.12.10)

### **Presentational Speaking**

- Present information, findings, and supporting evidence regarding a candidate's characteristics and qualifications for a particular position. (WLC.1.3.a.)

### **Presentational Writing**

- Discuss the impact the job market has on career choices. (WLC.1.1.c.)
- Write informative/explanatory texts to define the ideal career or profession. (WLC.1.3.b.) (W.11-12.2)

## **Culture**

### **Practices**

- Identify differences in preparation for professional careers and trades in German-speaking countries and the United States. (WLC.2.1.a)
- Analyze the ways in which employers appeal to employees in German-speaking countries and the United States. (WLC.2.1.b.)

### **Products**

- Analyze application materials for different positions. (WLC.2.2.a).
- Examine job postings in different German-speaking countries. (WLC.2.2.a.)
- Investigate trends in the workplace in German-speaking countries and the United States. (WLC.2.2.c.)

## **Connections**

### **Across Disciplines**

- Discuss the connection between level of education and workplace conditions. (WLC.3.1.b.)

### **Added Perspectives**

- Identify perceptions of popular and unpopular professions in the United States and in German-speaking countries. (WLC.3.2.a.)

## **Comparisons**

### **Language**

- Distinguish the use of cognates in future and professions vocabulary. (WLC.4.1.c.)

### **Culture**

- Compare educational systems and career preparation in the United States with that in a particular German-speaking country. (WLC.4.2.a.)
- Compare attitudes toward work in the United States with that in German-speaking countries. (WLC.4.2.b.)

## **Communities**

### **Practical Applications**

- Identify job opportunities locally for individuals who speak German. (WLC.5.1.a.)

### **Personal Enrichment**

- Identify volunteer opportunities supporting their career path using German and participate, if possible. (WLC.5.1.a. & WLC.5.1.b.)

## **GERMAN IV**

## **UNIT 6: *Personal and Public Identities***

**Overview.** In this unit, students explore the development of personal and public identities in the target culture and relate this process to their own culture. They also examine the role of individual and national stereotypes in the development of personal and public identities.

First, students clarify the experiences that have influenced their own stereotypical attitudes. Then, they explore how Germans see themselves and how they are seen by others. Specifically, they gain this insight by reading several accounts of living in Germany written by Americans living or working there. In addition, they familiarize themselves how this theme is handled in contemporary literature by reading two short stories each of which explores the issue of stereotyping from a different perspective. In one instance, students consider the people in the target culture who have a migrant background. In the other, students ponder stereotypical attitudes of urban and rural communities about each other.

With respect to language structures, students examine how to connect their ideas cohesively and economically by using conjunctions and relative pronouns. They learn that German uses subjunctive 1 to report on an event that was not personally witnessed. They acquire additional dative verbs. They build their vocabulary through recognizing and using nouns with the common suffixes.

### **Essential Questions:**

- What is a stereotype?
- How do personal and public identities develop?

### **Enduring Understandings:**

- Stereotypes are generalized opinions or judgments of oneself and others.
- From childhood on, one is confronted with judgments and customs about oneself and others that turn into stereotypes through experiences in school and work.
- Through an awareness of one's personal and collective experience one can avoid stereotypical thinking.

## **CURRICULUM STANDARDS / STUDENT OUTCOMES**

### **Communication**

#### **Interpersonal**

- Ask and answer a variety of questions that elicit elaboration on the experiences of Americans living in Germany and how these experiences influenced their stereotypes about Germans. (WLC.1.1.a.)
- Express, defend, and provide a complete explanation with substantive detail about personal preferences, opinions regarding different professions. (WLC.1.1.b.)

### **Interpretive Reading and Listening**

- Use a variety of authentic resources including short videos, current event articles, and popular songs to derive and independently negotiate meaning in relation to issues around stereotypes. (WLC.1.2.a.) (CCSS-ELA, RI.11-12.7.)
- Demonstrate understanding of issues around stereotypes gained through active listening or reading by applying it to a different context. (WLC.1.2.c.)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RI.10-12.1)
- By the end of grade 12, read and comprehend informational text in the grade 12 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.12.10)

### **Presentational Speaking**

- Present information, findings, and supporting evidence regarding how stereotypes develop and identify their own stereotypical attitudes. (WLC.1.3.a.)

### **Presentational Writing**

- Write informative/explanatory texts to discuss cultural differences between the United States and Germany. (WLC 1.3.b.) (W.11-12.2)

## **Culture**

### **Practices**

- Describe how German practices illustrate selected cultural traits such as privacy, ownership, hospitality, courtesy and nutrition. (WLC.2.1.a)
- Analyze the ways in which stereotypes are represented in German-speaking countries and the United States. (WLC.2.1.b.)

### **Products**

- Identify cultural products representative of cultural traits such as privacy, ownership, hospitality, courtesy, and nutrition. (WLC.2.2.a).

## **Connections**

### **Across Disciplines**

- Discuss how stereotypes are developed. (WLC.3.1.b.)

### **Added Perspectives**

- Identify perceptions of stereotypes in the United States and in German-speaking countries. (WLC.3.2.a.)

## **Comparisons**

### **Culture**

- Compare German and American cultural traits (privacy, ownership, hospitality, courtesy). (WLC.4.2.a.)

- Compare attitudes toward stereotypical beliefs in the United States with that in German-speaking countries. (WLC.4.2.b.)

## **Communities**

### **Practical Applications**

- Research, describe, and present with target language proficiency available media sources pertaining to the topics under study. (WLC 5.1.b.)

### **Personal Enrichment**

- Research activities sponsored by local, national, or international groups and communities (real/virtual) through which the target culture will be experienced in the target language. (WLC 5.2.c.)