



## **GERMAN II**

Approved by KSD Board of Education: May 18, 2025

### **Course Description:**

Students in German II will continue the progressive development of the language skills which they learned in German I. They will expand their knowledge of vocabulary, grammar and linguistic structures. They will further investigate the cultures and civilizations of the German-speaking countries through special research projects. Students will practice their conversational skills through dramatization, cooperative learning, paired practice, oral presentations and class discussions. In class, students will express themselves in German whenever possible. They will complete daily homework assignments and will show proficiency through oral interviews, written quizzes, presentations, in-class compositions, spontaneous conversational skills and unit exams.

**Grade Level:** 9th-12th Grade

### **Unit Scope and Sequence**

**Unit 1:** How Science and Technology Affect Our Lives

**Unit 2:** Factors That Influence the Quality of Life

**Unit 3:** Families in Different Societies

**Unit 4:** Environmental, Political, and Societal Challenges

**Unit 5:** The Influence of Beauty and Art

**Unit 6:** The Influence of Language and Culture on Identity

### **Course Enduring Understandings:**

- Learning about other cultures benefits us as individuals in a larger society.
- Language study is a window to discovering the norms, values, and cultural qualities of a people and their culture.
- The study of a world language and the ability to communicate with it foster a life-long appreciation and an open mind for cultures different from our own.

### **Course Essential Questions:**

- How does learning a language help you understand cultures that are different from your own?
- How am I part of a global community?
- How will I use my language skills outside of the classroom?
- How can I be competitive in a global job market?
- How does language connect me to individuals and cultures to promote empathy and tolerance?

## GERMAN II

### Unit 1: How Science and Technology Affect Our Lives

*In this unit, students will explore how movement and connectivity can help us experience the world. They will examine the benefits and challenges technology has on their own communities and German-speaking communities.*

| Unit Essential Learning Targets                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b><i>Enduring Understandings</i></b>                                                                                                                                                                                                                                                                                                                 | <b><i>Essential Questions</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>• People use different technologies for different purposes.</li> <li>• Science and technology shape our lives and impact our decisions.</li> <li>• Our experiences shape our understanding of the world.</li> <li>• Language skills allow us to navigate and communicate effectively in new places.</li> </ul> | <ul style="list-style-type: none"> <li>• How has technology impacted our lives?</li> <li>• How do innovations in technology reflect cultural values?</li> <li>• How does technology shape interactions in German-speaking communities compared to our own?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b><i>Students must know:</i></b>                                                                                                                                                                                                                                                                                                                     | <b><i>Students must be able to:</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>• Verb würden when expressing preferences.</li> <li>• Perfekt to talk about past events.</li> <li>• Verbs sein and haben in the Präteritum (simple past tense).</li> <li>• Vocabulary related to travel</li> </ul>                                                                                             | <ul style="list-style-type: none"> <li>• Identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts</li> <li>• Identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts.</li> <li>• identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.</li> <li>• Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</li> <li>• Express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</li> <li>• Express preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</li> <li>• Present information about themselves, their interests and their activities using a mixture of practiced or memorized words, phrases and simple sentences.</li> <li>• Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words,</li> </ul> |

## GERMAN II

### Unit 1: How Science and Technology Affect Our Lives

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|  | <p>phrases and simple sentences</p> <ul style="list-style-type: none"> <li>• Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.</li> <li>• Identify some typical products related to familiar everyday life in their own and other cultures.</li> <li>• Identify some typical practices related to familiar everyday life in their own and other cultures.</li> <li>• Communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.</li> <li>• Use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations</li> </ul> |
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### Missouri Learning Standards

#### **Communication—Communicate in Languages Other Than English**

- 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2: Students understand and interpret written and spoken language on a variety of topics.
- 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

#### **Culture—Gain Knowledge and Understanding of Other Cultures**

- 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

#### **Connections—Connect With Other Disciplines and Acquire Information**

- 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
- 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

#### **Comparisons—Develop Insight into the Nature of Language and Culture**

- 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

#### **Communities—Participate in Multilingual Communities at Home and Around the World**

- 5.1: Students use the language both within and beyond the school setting.
- 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

## GERMAN II

### Unit 2: Factors That Influence the Quality of Life

*In this unit, students will explore factors that influence well-being and quality of life. They will examine challenges people face, strategies for maintaining balance, and how cultural perspectives on health and wellness shape daily life in German-speaking communities.*

| Unit Essential Learning Targets                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b><i>Enduring Understandings</i></b>                                                                                                                                                                                                                                                                                                         | <b><i>Essential Questions</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>• Quality of life is influenced by various factors, some within our control and others not.</li> <li>• Our responses to these factors can positively or negatively impact our well-being.</li> <li>• Cultural perspectives on health and wellness influence our daily routines and choices.</li> </ul> | <ul style="list-style-type: none"> <li>• What factors can impact quality of life?</li> <li>• How does stress affect our well-being?</li> <li>• How does wellness contribute to our overall health?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b><i>Students must know:</i></b>                                                                                                                                                                                                                                                                                                             | <b><i>Students must be able to:</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>• Vocabulary related to wellness activities</li> <li>• Reflexive verbs</li> <li>• Subordinating conjunctions dass, obwohl, weil</li> </ul>                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts</li> <li>• Identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts.</li> <li>• Identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.</li> <li>• Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</li> <li>• Express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</li> <li>• Express preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</li> <li>• Present information about themselves, their interests and their activities using a mixture of practiced or memorized words, phrases and simple sentences.</li> <li>• Express likes and dislikes on very familiar and everyday topics of interest, using a</li> </ul> |

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- 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
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#### **Connections—Connect With Other Disciplines and Acquire Information**

- 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
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- 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
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#### **Communities—Participate in Multilingual Communities at Home and Around the World**

- 5.1: Students use the language both within and beyond the school setting.
- 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

## GERMAN II

### Unit 3: Families in Different Societies

*In this unit, students will explore how different cultures view the relationship between humans and nature, how animals are integrated into family structures, and how this relationship influences daily life and well-being.*

| Unit Essential Learning Targets                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <i>Enduring Understandings</i>                                                                                                                                                                                                                 | <i>Essential Questions</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"> <li>• The concept of family varies across cultures.</li> <li>• Different cultures form unique relationships with nature.</li> <li>• Nature plays an important role in many societies.</li> </ul>            | <ul style="list-style-type: none"> <li>• How do relationships with others influence our lives?</li> <li>• How does the family structure differ across cultures?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <i>Students must know:</i>                                                                                                                                                                                                                     | <i>Students must be able to:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>• Vocabulary related to animals</li> <li>• Characteristics</li> <li>• Conservation terms</li> <li>• Comparative and superlative adjectives</li> <li>• Definite articles in the genitive case</li> </ul> | <ul style="list-style-type: none"> <li>• Identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts</li> <li>• Identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts.</li> <li>• Identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.</li> <li>• Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</li> <li>• Express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</li> <li>• Express preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</li> <li>• Present information about themselves, their interests and their activities using a mixture of practiced or memorized words, phrases and simple sentences.</li> <li>• Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences</li> </ul> |

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## GERMAN II

### Unit 4: Environmental, Political, and Societal Challenges

*In this unit, students will explore different factors that shape the relationship between humans and nature. They will examine cultural perspectives on nature, conservation efforts, and the ways in which communities in German-speaking regions address challenges.*

| Unit Essential Learning Targets                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <ul style="list-style-type: none"> <li>Human actions can have both positive and negative impacts on the natural world.</li> <li>Cultural traditions can significantly impact the environment, often shaping people's perceptions of nature and their interactions with it.</li> </ul> | <ul style="list-style-type: none"> <li>What impact do human interactions with the environment have?</li> <li>How do different cultures define our responsibility to the environment?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <ul style="list-style-type: none"> <li>Ways to express agreement/disagreement</li> <li>Possessive adjectives in the genitive case</li> </ul>                                                                                                                                          | <ul style="list-style-type: none"> <li>Identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts</li> <li>Identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts.</li> <li>Identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.</li> <li>Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</li> <li>Express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</li> <li>Express preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</li> <li>Present information about themselves, their interests and their activities using a mixture of practiced or memorized words, phrases and simple sentences.</li> <li>Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences</li> </ul> |

## GERMAN II

### Unit 4: Environmental, Political, and Societal Challenges

- Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.
- Identify some typical products related to familiar everyday life in their own and other cultures.
- Identify some typical practices related to familiar everyday life in their own and other cultures.
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#### **Communities—Participate in Multilingual Communities at Home and Around the World**

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## GERMAN II

### Unit 5: The Influence of Beauty and Art

*In this unit, students will explore how beauty and art influence daily life and culture in German-speaking communities. Students will learn how creative expression in different forms reflect the values and traditions of German-speaking communities.*

| Unit Essential Learning Targets                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <ul style="list-style-type: none"> <li>• Concepts of what material items we need vary across cultures.</li> <li>• Design, aesthetics, and artistic expression reflect societal values and traditions.</li> <li>• Adapting to new experiences requires flexibility, resilience, and a willingness to learn.</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>• How do we decide what material items are really necessary?</li> <li>• How do different cultures define necessities?</li> <li>• How do aesthetic choices in German-speaking cultures compare to those in my own?</li> <li>• How can we adapt to new experiences?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <ul style="list-style-type: none"> <li>• Two-way prepositions and the dative case</li> <li>• Two-way prepositions and the accusative case</li> <li>• Vocabulary related to:             <ul style="list-style-type: none"> <li>○ Common housing styles in German-speaking countries.</li> <li>○ Parts of a home.</li> <li>○ Items found in a home.</li> <li>○ Around the community</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts</li> <li>• Identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts.</li> <li>• Identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.</li> <li>• Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</li> <li>• Express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</li> <li>• Express preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</li> <li>• Present information about themselves, their interests and their activities using a mixture of practiced or memorized words, phrases and simple sentences.</li> <li>• Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words,</li> </ul> |

## GERMAN II

### Unit 5: The Influence of Beauty and Art

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## GERMAN II

### Unit 6: The Influence of Language and Culture on Identity

*In this unit, students will look at how language and culture shape who we are, both as individuals and as a community. Students will explore significant life stages, traditions, and experiences that contribute to individual growth and cultural identity, as well as how these are reflected in the way we speak, our customs, and societal expectations.*

| Unit Essential Learning Targets                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| Enduring Understandings                                                                                                                                                            | Essential Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>Personal identity develops through language, traditions, and societal expectations.</li> </ul>                                              | <ul style="list-style-type: none"> <li>What factors shape who we are?</li> <li>What makes some things more important to us than others?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Students must know:                                                                                                                                                                | Students must be able to:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>Simple past of modal verbs</li> <li>Subordinating conjunctions (Als, Während, Wann, Wenn)</li> <li>Future use of the verb werden</li> </ul> | <ul style="list-style-type: none"> <li>Identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts</li> <li>Identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts.</li> <li>Identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.</li> <li>Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</li> <li>Express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</li> <li>Express preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</li> <li>Present information about themselves, their interests and their activities using a mixture of practiced or memorized words, phrases and simple sentences.</li> <li>Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences</li> <li>Present on very familiar and everyday topics using a mixture of practiced or</li> </ul> |

## GERMAN II

### Unit 6: The Influence of Language and Culture on Identity

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|  | <p>memorized words, phrases and simple sentences.</p> <ul style="list-style-type: none"> <li>• Identify some typical products related to familiar everyday life in their own and other cultures.</li> <li>• Identify some typical practices related to familiar everyday life in their own and other cultures.</li> <li>• Communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.</li> <li>• Use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.</li> </ul> |
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### Missouri Learning Standards

#### **Communication—Communicate in Languages Other Than English**

- 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2: Students understand and interpret written and spoken language on a variety of topics.
- 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

#### **Culture—Gain Knowledge and Understanding of Other Cultures**

- 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

#### **Connections—Connect With Other Disciplines and Acquire Information**

- 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
- 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

#### **Comparisons—Develop Insight into the Nature of Language and Culture**

- 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

#### **Communities—Participate in Multilingual Communities at Home and Around the World**

- 5.1: Students use the language both within and beyond the school setting.
- 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.