



GERMAN III 9TH-12TH

Approved by KSD Board of Education: May 18, 2025

Course Description:

Students will improve those language skills acquired in German I and II. They will gain greater oral proficiency in the language and increase their knowledge of vocabulary, grammar and syntax, moving from the concrete to the abstract with a greater emphasis placed on higher-level communication skills. Students will use their language skills to acquire a background of the history and culture of German-speaking countries and explore German literature through stories, poetry and other authentic texts. Students 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: Families in Different Societies

Unit 2: The Influence of Language and Culture on Identity

Unit 3: Environmental, Political, and Societal Challenges

Unit 4: The Influence of Beauty and Art

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 III

Unit 1: Families in Different Societies

In this unit, students will explore factors that influence the choices and identities of people living in different regions, including how geography, environment, and location shape cultural identity and daily activities. Students will examine how where we live influences who we are, what activities are possible, and how communities develop in response to their surroundings.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Geographic features and climate influence how people live. - The natural resources and infrastructure that a community has play a role in both the economic and social opportunities available. - Cultural identity is partially shaped by where they live. - Communities adapt based on needs and values. - When people migrate, they bring their culture and identity with them, influencing the local culture while also being influenced by new experiences.	- What factors could restrict some activities and encourage others? - How does where I live influence who I am? - How do people change when they are exposed to different cultures and traditions?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Adjective endings with definite articles. - Adjective endings indefinite articles. - Adjective endings without articles.	- Identify the topic and some isolated facts from simple sentences in informational texts. - Identify the topic and some isolated facts from simple sentences in short fictional texts. - Understand familiar questions and statements from simple sentences in conversations. - Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. - Interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time. - Express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic. - Present personal information about their life and activities, using simple sentences

GERMAN III

Unit 1: Families in Different Societies

	most of the time. • Express preferences on familiar and everyday topics of interest, using simple sentences most of the time. • Present on familiar and everyday topics, using simple sentences most of the time. • 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. • Communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. • Use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.
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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 III 9TH-12TH

Unit 2: The Influence of Language and Culture on Identity

In this unit, students will explore how historical events, cultural trends, and collective values shape generational experiences, while considering how today's youth can impact the future.

Unit Essential Learning Targets	
Enduring Understandings	Essential Questions
- Each generation is defined by common experiences, important events, and cultural trends. - Pop culture and trends show who we are as a generation, and influence how we think and act. - Young people have the power to drive social change and help shape the future. - Every generation sees the world a bit differently, based on their own experiences growing up. - Having conversations with people from different generations teaches us how our cultural values have changed and remained the same.	- What people, values, and events shape my generation? - How do trends and pop culture define a generation? - How can the actions of young people today shape the future? - What distinguishes one generation from another in German-speaking societies? - How do generational experiences differ across cultures?
Students must know:	Students must be able to:
- Writing about events in the past: Das Präteritum - Expressing means and purposes: Die Infinitivkonstruktionen um ... zu; anstatt ... zu; ohne ... zu - Speaking about hypothetical situations: Der Konjunktiv II - Vocabulary related to generations, youth culture, trends, and social change. - Events that have shaped different generations in German-speaking countries. - Trends significant to German youth culture as well as their own culture.	- Identify the topic and some isolated facts from simple sentences in informational texts. - Identify the topic and some isolated facts from simple sentences in short fictional texts. - Understand familiar questions and statements from simple sentences in conversations. - Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. - Interact with others to meet their basic needs related to routine everyday activities, using simple sentences and questions most of the time. - Express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic. - Present personal information about their life and activities, using simple sentences most of the time. - Express preferences on familiar and

GERMAN III 9TH-12TH

Unit 2: The Influence of Language and Culture on Identity

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GERMAN III 9th-12th

Unit 3: Environmental, Political, and Societal Challenges

In this unit, students will explore food culture, cooking traditions, and sustainable food practices in German-speaking societies. Students will look at the importance of food in German culture, investigate food origins and production, and analyze how food traditions show cultural diversity and identity.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Food is a way to express and preserve our own culture. - Food serves as a way to teach others about our own culture, traditions, history, and values. - How we produce and consume food reveal societal priorities and challenges. - Modern food trends represent cultural diversity within communities.	- What role does food play in my life? - Where does our food come from? - How does food reflect the diversity of a culture? - How do sustainable food practices impact communities and environments? - How are modern food trends changing the way we eat?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Vocabulary related to eating habits. - Relative clauses - Prepositions that take the dative case	- Identify the topic and some isolated facts from simple sentences in informational texts. - Identify the topic and some isolated facts from simple sentences in short fictional texts. - Understand familiar questions and statements from simple sentences in conversations. - Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. - Interact with others to meet basic needs related to routine everyday activities, using simple sentences and questions most of the time. - Express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic. - Present personal information about their life and activities, using simple sentences most of the time. - Express preferences on familiar and everyday topics of interest, using simple sentences most of the time. - Present on familiar and everyday topics,

GERMAN III 9th-12th

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GERMAN III 9TH-12TH

Unit 4: The Influence of Beauty and Art

In this unit, students will explore the role stories play within a culture.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
Stories are a reflection of a culture's values.	- What do stories tell us about cultural values? - How do the stories of a culture change over time? - In what ways are stories of the past still relevant today?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Telling stories using the past tenses. - Talking about different points in time using past tenses. - Typical characters in fairy tales. - Characteristics of fairy tales. - Vocabulary related to stories throughout time.	- Identify the topic and some isolated facts from simple sentences in informational texts. - Identify the topic and some isolated facts from simple sentences in short fictional texts. - Understand familiar questions and statements from simple sentences in conversations. - Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. - Interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time. - Express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic. - Present personal information about their life and activities, using simple sentences most of the time. - Express preferences on familiar and everyday topics of interest, using simple sentences most of the time. - Present on familiar and everyday topics, using simple sentences most of the time. - 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

GERMAN III 9TH-12TH

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