KIRKWOOD
SCHOOL DISTRICT

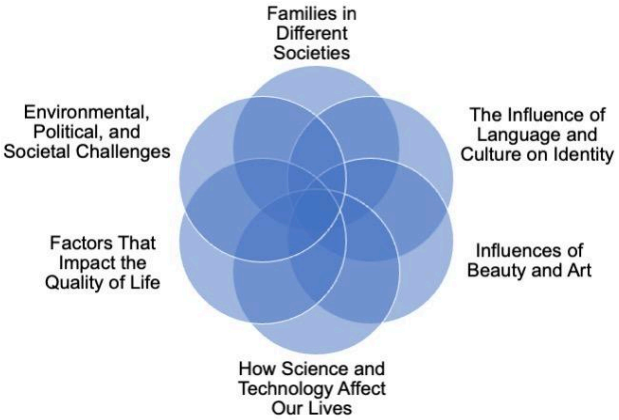
GERMAN LEVEL IV
Course Overview

Course Description:
The WL Level IV courses are designed to provide students with the proper foundations to be successful in college-level courses later. As students are immersed in the language while they apply interpersonal, interpretive, and presentational skills in real-life situations, they are introduced to the concepts and curriculum that will be studied in later Advanced Placement courses. Students will review previously taught grammatical structures and vocabulary as they continue to build their knowledge of the target language while filling in knowledge gaps of the grammatical and lexical structures needed for more advanced work in the language. At the same time, students will transition from acquiring language skills to utilizing the language as a tool for understanding new concepts that extend beyond the scope of the language.

**Dual Credit for this course is offered through Missouri State University

Scope and Sequence:
Due to the nature of the course, students study six themes that are intertwined throughout the year, as outlined by the College Board (2020) in Figure 1. Though the themes are the same for Levels IV and AP, each theme will cover different topics and use resources at a B1-B1+ level. This will better prepare students for the AP course.

Figure 1
AP Course Themes



Note. Course Themes. Adapted from *AP French language and culture: Course and exam description* (p. 14), by The College Board, 2020. Copyright 2020 by College Board. https://apcentral.collegeboard.org/media/pdf/ap-french-language-and-culture-course-and-exam-description.pdf

Title	Description
Families in Different Societies	A more in-depth look into how friendships, love, and relationships play a role in social dynamics from a variety of perspectives
The Influence of Language and Culture on Identity	A look into how language and culture shape one's identity.
Influences of Art and Beauty	A look into how culture and upbringing impact what is important to us in terms of music, style, art, etc...
How Science and Technology Affect Our Lives	A look into the impact science and technology have on societies.
Factors That Influence the Quality of Life	An exploration into the similarities and differences between life in societies of the target language and our own and how these factors influence quality of life
Environmental, Political, and Societal Challenges	A study into the effects of environmental, political, and/or societal challenges on today's society through authentic current events as reported in the target language news sources

Enduring Understandings:

- Language acquisition provides the vision and skills to be a global citizen.
- Knowledge of similarities and differences between first and additional languages helps learners gain a new perspective on their own language and culture.
- Culture and experience are inextricably linked.
- Every culture is unique, while at the same time, there are commonalities among cultures.
- A culture's use of language (written, verbal, visual, etc…) provides a lens through which we can analyze various perspectives on various topics and issues.

Essential Questions:

- What commonalities exist between English and the target language?
- How do verbal and nonverbal strategies to communicate differ among cultures?
- How do the subtleties of language help us communicate effectively?
- How can we gain an understanding of cultural perspective through an analysis of written and spoken products of any given culture?
- What can be gained by learning a new language?
- How can we participate in the world as a global citizen?
- In what ways does integration impact a person from another culture?
- How do we analyze print resources in the target language and cultural context to gain a deeper understanding?

References

College Board. (2020). *AP French language and culture: Course and exam description*. https://apcentral.collegeboard.org/media/pdf/ap-french-language-and-culture-course-and-exam-description.pd

GERMAN LEVEL IV
UNIT 1: FAMILIES IN DIFFERENT SOCIETIES

UNIT 1 DESCRIPTION/OVERVIEW

A more in-depth look into how friendships, love, and relationships play a role in social dynamics German-speaking societies from a variety of perspectives

Unit Essential Learning Targets	
Enduring Understandings	***Essential Questions***
• Cultural norms and values influence relationships. • The role of intergenerational relationships vary across cultures. • Changing societal attitudes impact the dynamics of relationships.	• How do cultural values and norms influence relationships? • How do relationships differ across German-speaking cultures? • How do gender roles and expectations contribute to relationships in German-speaking societies? • How does the role of intergenerational relationships differ across cultures? • How have societal attitudes towards marriage changed? • How do socioeconomic factors influence family structures and relationships and how does this vary across cultures? • How do literature, media, and popular culture in German-speaking societies reflect and shape views on love, relationships, and family dynamics?
Students must know:	***Students must be able to:***
• The common perspectives of people in the target culture. • The roles of family, friends, and community members in the target culture. • Meaningful vocabulary that appears in the resources teachers choose to incorporate into the unit of study • Main ideas and relevant details • Audience, purpose, and point of view.	• Understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within spoken or written texts. • Participate in spontaneous spoken or written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. • Communicate information, make presentations, and express thoughts about familiar topics, using sentences and series of connected sentences through spoken or written language. • Make comparisons between products and practices in own and other cultures to help understand perspectives. • Interact at a functional level in some familiar contexts.

GERMAN LEVEL IV
UNIT 1: FAMILIES IN DIFFERENT SOCIETIES

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 LEVEL IV
UNIT 2 ENVIRONMENTAL, POLITICAL, AND SOCIETAL CHALLENGES

UNIT 2 DESCRIPTION/OVERVIEW

A study into the effects environmental, political, and/or societal challenges have on today's society through a review of authentic current events as reported in German language news sources

Unit Essential Learning Targets	
Enduring Understandings	***Essential Questions***
• Environmental/political/societal issues can have both local and global impacts. • Informed actions and advocacy can contribute to addressing these challenges both locally and globally. • Diverse cultural values and perspectives have varying impacts on awareness and responses to these challenges.	• How have these issues affected you personally? At a local level? At a global level? • What diverse perspectives exist related to these challenges? • What role does the media play in addressing these challenges? • How does German language media coverage of the issues compare to English-language media coverage? • How do these challenges affect unique populations differently?
Students must know:	***Students must be able to:***
• Products can be books, stories, sculptures, cartoons, posters, public announcements, correspondence, etc… • Main ideas, supporting details, and other distinguishing features in articles. • Meaningful vocabulary that appears in the resources teachers choose to incorporate into the unit of study. • Differences between propaganda and persuasion.	• Understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within spoken or written texts. • Participate in spontaneous spoken or written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. • Communicate information, make presentations, and express thoughts about familiar topics, using sentences and series of connected sentences through spoken or written language. • Make comparisons between products and practices in own and other cultures to help understand perspectives. • Interact at a functional level in some familiar contexts.

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GERMAN LEVEL IV
UNIT 3 FACTORS THAT INFLUENCE THE QUALITY OF LIFE

UNIT 3 DESCRIPTION/OVERVIEW

Students explore the similarities and differences between life in German speaking societies and their own, and how these factors influence quality of life.

Unit Essential Learning Targets	
Enduring Understandings	***Essential Questions***
• Daily life is influenced by and is a reflection of cultural values, traditions, and societal norms. • Socioeconomic factors influence daily life, and in turn, quality of life. • Cultural attitudes towards work, leisure, and family time vary among diverse cultures and influence the perceived quality of life.	• What factors influence daily life? • How do perceptions of time and punctuality impact daily life in German-speaking communities? • What factors are important in maintaining overall quality of life for German speakers? • How do cultural values and norms affect daily life? • What role does technology play in daily life in German-speaking societies? • How does the concept of community and social relationships impact daily life?
Students must know:	***Students must be able to:***
• Perspective • Background on literary texts used throughout the unit. • Meaningful vocabulary that appears in the resources teachers choose to incorporate into the unit of study	• Understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within spoken or written texts. • Participate in spontaneous spoken or written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. • Communicate information, make presentations, and express thoughts about familiar topics, using sentences and series of connected sentences through spoken or written language. • Make comparisons between products and practices in own and other cultures to help understand perspectives. • Interact at a functional level in some familiar contexts.

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GERMAN LEVEL IV
UNIT 4 THE INFLUENCE OF LANGUAGE AND CULTURE ON IDENTITY

UNIT 4 DESCRIPTION/OVERVIEW

A look into how language and culture shapes one's identity.

Unit Essential Learning Targets	
Enduring Understandings	***Essential Questions***
• Identity is dynamic and can be influenced by different cultural and language experiences. • Language fosters meaningful interactions and shapes cultural perceptions. • Language and culture influence our perception of ourselves and others. • Awareness of language and cultural differences fosters empathy, respect, and effective communication across diverse communities.	• How do life experiences affect identity? • What benefits are associated with learning additional languages? • How does exposure to cultural and linguistic diversity impact our perspectives?
Students must know:	***Students must be able to:***
• Verbal and non-verbal clues to understand language and communicate meaning. • Background on literary texts used throughout the unit. • Meaningful vocabulary that appears in the resources teachers choose to incorporate into the unit of study	• Understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within spoken or written texts. • Participate in spontaneous spoken or written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. • Communicate information, make presentations, and express thoughts about familiar topics, using sentences and series of connected sentences through spoken or written language. • Make comparisons between products and practices in own and other cultures to help understand perspectives. • Interact at a functional level in some familiar contexts.

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GERMAN LEVEL IV
UNIT 5 HOW SCIENCE AND TECHNOLOGY AFFECT OUR LIVES

UNIT 5 DESCRIPTION/OVERVIEW

A look into the impact science and technology has on societies.

Unit Essential Learning Targets	
Enduring Understandings	***Essential Questions***
• Science and technology have a profound impact on our lives. • Advancements in technology have varying effects on different societies and cultures. • Advancements in science and technology have local, national, and global effects. • Different societies approach science and technology from differing perspectives.	• What correlation exists between distinct cultural and societal beliefs and the benefits these societies reap from technological advancements? • How have technological advancements shaped culture? • How have technological advancements changed communities? • How can cultural and societal beliefs foster or hinder developments in science and technology?
Students must know:	***Students must be able to:***
• Vocabulary related to new technologies • Background on literary texts used throughout the unit. • Meaningful vocabulary that appears in the resources teachers choose to incorporate into the unit of study	• Understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within spoken or written texts. • Participate in spontaneous spoken or written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. • Communicate information, make presentations, and express thoughts about familiar topics, using sentences and series of connected sentences through spoken or written language. • Make comparisons between products and practices in own and other cultures to help understand perspectives. • Interact at a functional level in some familiar contexts.

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GERMAN LEVEL IV
UNIT 6 INFLUENCES OF ART AND BEAUTY

UNIT 6 DESCRIPTION/OVERVIEW

A look into how culture and upbringing impact what is important to us in terms of beauty and art.

Unit Essential Learning Targets	
Enduring Understandings	***Essential Questions***
• Societal norms and cultural expectations impact personal attitudes towards the arts. • Exposure to different perspectives helps us appreciate the arts. • Family traditions and values play a significant role in our perceptions and appreciation for different art forms. • We convey our identity, personality, and values through our choices in the arts.	• How does cultural background and upbringing shape our preferences in the arts? • How do family traditions and values influence how we perceive and appreciate different forms of artistic expression? • How do individuals use style as a form of self-expression? • What impact does exposure to diverse cultures and different perspectives have on our taste in the arts? • How does a multicultural/multilingual society impact the arts? • How do societal norms and cultural expectations shape our attitudes towards various forms of entertainment, including the arts?
Students must know:	***Students must be able to:***
• Context • Symbolism • Perspective • Background on literary texts used throughout the unit. • Meaningful vocabulary that appears in the resources teachers choose to incorporate into the unit of study	• Understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within spoken or written texts. • Participate in spontaneous spoken or written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. • Communicate information, make presentations, and express thoughts about familiar topics, using sentences and series of connected sentences through spoken or written language. • Make comparisons between products and practices in own and other cultures to help understand perspectives. • Interact at a functional level in some familiar contexts.

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