

Thema 1: FAMILIE

In this unit, you will focus on the role that family plays in one's coming of age. While one's family is typically thought of as a stabilizing and nurturing force in one's life, familial relations are also not without conflict and tension, particularly as one seeks freedom and independence from the family order. You will also see the effect that family secrets (i.e., those kept from you and those that you keep from others) can have on one's maturation process. In addition, as part of a yearlong examination of sustainability in terms of each of the course's subthemes, you will investigate what a family structure can and should look like that is sustainable across generations.

Communicative Goals:

- Narrating events about one's family-related experiences;
- Comparing and contrasting families, family members, and family experiences;
- Describing (un)sustainable family practices;
- Explaining the consequences of particular actions, behaviors, or beliefs by family members;
- Describing the role of family on one's coming of age.

Cultural Knowledge: You will examine how family is portrayed in three distinct historical contexts that have very specific family structures and traditions: 18th-century Germany, post-Holocaust Germany, and the immediate post-Wall era in East Germany. The causes and consequences of these family practices will be examined to understand better the cultural significance of each time period.

Genres: Consistent with the overall focus in 2nd year German on telling stories, the genres in this unit all have a narrative flavor (a fairy tale; a first-person narrative; and a first-person filmic narrative) in which a narrator presents events in chronological order that culminate in a complicating action in need of resolution.

Structures: The following grammatical structures will be reviewed in this unit:

- Case system
- Word order in independent and dependent clauses
- Infinitive clauses
- Temporal phrases
- Subordinating conjunctions

The following grammatical structures will be introduced in this unit:

- Simple past tense (*das Präteritum*)
- Passive voice
- Subjunctive II with and without modal verbs

Approaches: This unit introduces the yearlong focus on examining different factors that affect one's coming of age. The primary means for accessing the topic of family in this unit is through narrative texts that tell stories about different familial relationships and experiences. Semantic fields will be developed that feature vocabulary necessary for talking about family and relationships. Understanding the specifics of each historical context explored combined with relating those contexts to your own will be important. Success at discussing your own family experiences will result from explicit and conscientious engagement with the targeted language features. As you embark on your second year of German study, you will want to start taking note of those aspects of your language development that need explicit attention. In addition, you should look to push yourself to expand your narrative abilities beyond the sentence to include short paragraph-length narrations.

Assessment: Involvement in class discussions; performance during partner and group work; daily homework assignments; writing assignment; talk show

Thema 2: NATUR

In this unit, you will focus on the role that the natural world plays in one's coming of age. The serenity and pastoral beauty of nature is perhaps thought of as an ally and safe haven for maturation, but it can also present challenges to the young adult, particularly one who is inexperienced, ill-prepared, or naïve about the ways of the natural world. In addition, you will examine to what extent each protagonist interacts with nature in a sustainable fashion that would not compromise future generations from meeting their needs.

Communicative Goals:

- Narrating events about one's experiences in and with nature;
- Comparing and contrasting experiences in nature;
- Describing (un)sustainable living practices;
- Explaining the consequences of particular experiences in nature;
- Describing the role of the natural world on one's coming of age.

Cultural Knowledge: You will examine how nature is portrayed in two distinct historical contexts that are marked by humankind's mixed relationship with the natural world: 18th-century Germany and contemporary Germany. The causes and consequences of this relationship will be examined to understand better the cultural significance of each time period.

Genres: Consistent with the overall focus in 2nd year German on telling stories, the genres in this unit all have a narrative flavor: a fairy tale; a ballad-like poem; and a personal account in which a narrator presents events in chronological order and attempts to provide reasons for particular behaviors and outcomes.

Structures: The following grammatical structures will be reviewed in this unit:

- Simple past tense
- Subordinating conjunctions
- Adjective endings
- Subjunctive II
- Passive voice
- Reflexive verbs

Approaches: This unit continues the focus established last unit on examining different factors that affect one's coming of age. The primary means for accessing the topic of nature in this unit is through narrative texts that tell stories about different experiences in nature. Semantic fields will be developed that feature vocabulary necessary for talking about nature. Understanding the specifics of each historical context explored combined with relating those contexts to your own will be important. Success at discussing your encounters with nature will result from explicit and conscientious engagement with the targeted language features. Now approaching the halfway point of the semester, you should be beginning to understand better which aspects of your language development need explicit attention in the coming weeks. In addition, you should be pushing yourself to expand your narrative abilities beyond the sentence to include short paragraph-length narrations.

Assessment: Involvement in class discussions; performance during partner and group work; daily homework assignments; writing assignment; talk show

Thema 3: REISEN

In this unit, you will focus on the role that travel plays in one's coming of age. Because of the challenges, opportunities, and adventures associated with travel, it has often been seen as an especially pivotal experience for one's coming of age. This unit will pay particular attention to travel that involves crossing borders and coming into contact with peoples, cultures, and products different from one's "home" environment. The interactions between the traveler and the host are rich settings for exploring what happens when different peoples come in contact with each other. In addition, to continue the ongoing discussion of the sub-theme of sustainability, you will examine the degree to which the different characters in the texts behave in sustainable ways toward their fellow humans.

Communicative Goals:

- Narrating events about one's travel experiences;
- Comparing and contrasting travel experiences;
- Describing (un)sustainable behaviors among people from different backgrounds;
- Explaining the consequences of particular travel experiences;
- Describing the role of travel on one's coming of age.

Cultural Knowledge: You will continue your examination of the culturally significant messages that fairy tales have presented and continue to present to their readers. In addition, you will focus on how immigration is a type of travel that is relevant for the contemporary German-speaking world that has had to face the challenges of an increasingly multicultural society. The causes and consequences of this evolving society will be examined to understand better the cultural significance of this time period.

Genres: Consistent with the overall focus in 2nd year German on telling stories, the genres in this unit all have a narrative flavor: a fairy tale; a personal account; and a personal narrative. In each text a narrator presents events in chronological order and attempts to provide reasons for particular behaviors and outcomes.

Structures: The following grammatical structures will be reviewed in this unit:

- Simple past tense
- Subordinating conjunctions
- Adjective endings
- Subjunctive II
- Relative pronouns
- Infinitive clauses

Approaches: This unit continues the focus established in the first two units on examining different factors that affect one's coming of age. The primary means for accessing the topic of schooling in this unit is through narrative texts that tell stories about different travel experiences. Semantic fields will be developed that feature vocabulary necessary for talking about travel. Understanding the specifics of each historical context combined with relating those contexts to your own will be important. Success at discussing your travel experiences will result from explicit and conscientious engagement with the targeted language features. Now approaching the end of the semester, you should be working regularly on improving those aspects of your language development that need explicit attention. In addition, you should be pushing yourself to expand your narrative abilities beyond the sentence to include short paragraph-length narrations.

Assessment: Involvement in class discussions; performance during partner and group work; daily homework assignments; writing assignment; talk show

Thema 4: BILDUNG

In this unit, you will focus on the role that school and education play in one's coming of age. School plays such a central role in one's maturation process that it will be examined as a place that supports yet also hinders one's coming of age.

Communicative Goals:

- Narrating events about one's school experiences;
- Comparing and contrasting school experiences;
- Describing both enlightening and oppressive moments in school;
- Explaining the consequences of particular school experiences;
- Explaining the role of schooling on one's coming of age.

Cultural Knowledge: You will examine how schooling is portrayed in three distinct historical contexts that all are marked by a generational conflict between the school-aged children and their teachers and superiors at school: turn-of-the-century Vienna; pre-World War I agrarian Germany; and contemporary Germany. The causes and consequences of each conflict will be examined to understand better the cultural significance of each time period.

Genres: Consistent with the overall focus in 2nd year German on telling stories, the predominant genre in this unit is the *historical account* in which a narrator presents events in chronological order and attempts to provide reasons for particular outcomes.

Structures: The following grammatical structures will be reviewed in this unit:

- Simple past tense
- Subordinating conjunctions
- Subjunctive

In addition, students will be introduced to indirect discourse/Subjunctive I

Approaches: This unit continues the focus established last semester on examining different factors that affect one's coming of age. The primary means for accessing the topic of schooling in this unit is through narrative texts that tell stories about different school experiences. Semantic fields will be developed that feature vocabulary necessary for talking about one's schooling. Understanding the specifics of each historical context explored combined with relating those contexts to your own will be important. Success at discussing your schooling will result from explicit and conscientious engagement with the targeted language features. Now in your 4th semester of German you should be looking to expand your ability to construct descriptive, narrative, and causal discourse in class and on take-home assignments.

Assessment: Involvement in class discussions; performance during partner and group work; daily homework assignments; writing assignment; talk show

Thema 5: KRIEG

In this unit, you will focus on the role that war plays in one's coming of age. Although war is most likely not something that you have experienced personally, it has had a significant impact on the German-speaking world of the 20th and 21st centuries and merits investigation into how it affects one's coming of age.

Communicative Goals:

- Recreating a chronology of past events;
- Narrating events about one's past;
- Comparing and contrasting war experiences;
- Describing the destructive impact of war;
- Explaining the consequences of particular war experiences;
- Explaining the role of war on one's coming of age.

Cultural Knowledge: You will examine events and personal experiences during and after the Second World War in Germany and Austria. Specifically, you will read an autobiography by a Jewish woman who experienced the National Socialist annexation of Austria and then survived internment in a concentration camp; a neo-realist film about a young boy's life in the immediate post-war months in Berlin; and a short story about a man who lost all his family members and possessions in the war except for a kitchen clock. The consequences of these experiences will be examined to understand better the cultural significance of the time period.

Genres: Consistent with the overall focus in 2nd year German on telling stories, the predominant genre in this unit is the *historical account* in which a narrator presents events in chronological order and attempts to provide reasons for particular outcomes.

Structures: The following grammatical structures will be reviewed in this unit:

- Simple past tense
- Subordinating conjunctions
- Subjunctive I

Approaches: This unit continues the focus on examining different factors that affect one's coming of age. The primary means for accessing the topic of war in this unit is through narrative texts that tell stories about different war experiences. Semantic fields will be developed that feature vocabulary necessary for talking about war. Understanding the specifics of the featured historical context combined with relating the contexts to your own will be important. Success at discussing war will result from explicit and conscientious engagement with the targeted language features. As you did in the previous unit, you should be looking to expand your ability to construct descriptive, narrative, and causal discourse in class and on take-home assignments.

Assessment: Involvement in class discussions; performance during partner and group work; daily homework assignments; writing assignment; talk show

Thema 6: LIEBE

In this last unit of Level 2, you will focus on the role that love plays in one's coming of age. Although love would seem to be a positive antidote to the previous unit on war, it too can elicit negative and debilitating emotions. Regardless of the experience with love, it often serves as an important aspect of the maturation process and therefore bears examination into its effect on one's coming of age.

Communicative Goals:

- Recreating a chronology of past events;
- Narrating events about one's past;
- Comparing and contrasting experiences with love;
- Describing the positive and negative effects of love;
- Explaining the consequences of particular experiences with love;
- Explaining the role of love on one's coming of age.

Cultural Knowledge: You will examine how love is portrayed in three distinct historical contexts: 19th-century Germany; post-war divided Germany; and contemporary Germany. The post-war period will be particularly revealing because a love relationship will be portrayed against the backdrop of 28 years of the Berlin Wall.

Genres: Consistent with the overall focus in 2nd year German on telling stories, all three texts in this unit present events in chronological order yet each time in a different genre: a poem, a film, and a narrative short story.

Structures: The following grammatical structures will be reviewed in this unit:

- Simple past tense
- Subordinating conjunctions
- Subjunctive I
- Temporal phrases
- Relative pronouns

Approaches: This unit concludes the focus on examining different factors that affect one's coming of age. The primary means for accessing the topic of love in this unit is through narrative texts that tell stories about different love experiences. Semantic fields will be developed that feature vocabulary necessary for talking about love. Success at discussing love will result from explicit and conscientious engagement with the targeted language features. As you did in the previous unit, you should be looking to expand your ability to construct descriptive, narrative, and causal discourse in class and on take-home assignments. This unit also serves as a bridge to Level 3 when the topic of love will be explored in more detail.

Assessment: Involvement in class discussions; performance during partner and group work; daily homework assignments; writing assignment; final exam