

| Kapitel 1 | | Junges Leben: Schule, Bildung, Beruf | | |
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| Schlüsselfragen | <ol style="list-style-type: none"> 1. How does one's identity develop over time? 2. In what ways do the milestones of life marking childhood, adolescence, and adulthood affect the development of one's identity? 3. How do societies and individuals view education and its influence on life? 4. How do different types of schools and approaches to education affect one's identity? 5. What are the challenges of contemporary life for adolescents, especially with regard to school, personal interests, and the law? | | | |
| Themen | Lernziele | Konzepte und Vokabeln | Kultur | Sprachfundamente |
| Schulen in Deutschland: Mehr Chancen? | <p>After completing this <i>Thema</i>, students will be able to...</p> <ul style="list-style-type: none"> • exchange and summarize information about key events of childhood and adolescence; • draw comparisons between typical events of childhood and adolescence in Germany and their own culture ; • summarize the characteristics of the school and apprenticeship systems in Germany; • compare and contrast the U.S. and German educational systems. | School and childhood; types of schools and diplomas in Germany | First day of school; the educational system; half-day vs. full-day schools | Present perfect tense |
| Das Leben der Jugendlichen | <p>After completing this <i>Thema</i>, students will be able to...</p> <ul style="list-style-type: none"> • demonstrate an understanding of important milestones in the lives of young people and describe those moments in their own lives; • explain the process of getting a driver's license in Germany and compare it with their home country; • exchange and summarize information about child and adolescent protection laws in Germany, Austria, and Switzerland; • compare and contrast the laws in German-speaking countries with those in their own. | Getting a driver's license and driving, youth protection laws | Child and youth protection laws in Austria and Switzerland | Simple past tense |
| Schule aus – Was nun? | <p>After completing this <i>Thema</i>, students will be able to...</p> <ul style="list-style-type: none"> • describe the parts of a European resume and create their own; • explain the meaning of the term <i>Wanderschaft</i> and the role it plays in career training; • reflect on the type of school that best corresponds to the experiences and expectations of young people and make recommendations based on their knowledge of the system; • create a narrative version of their own curriculum vitae in speaking and writing. | Preparing for professional life; career training; writing a resume | Civil service; journeymen and journeymen and their travels | Past perfect tense |

| Kapitel 2 | | Familie und Freunde: Familienmodelle, Gemeinschaften und Traditionen | | |
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| Schlüsselfragen | <ol style="list-style-type: none"> 1. What role do family, friends, and communities play in the lives of individuals? 2. How does this role change based on geographical region, cultural heritage, age, and social circles? 3. In what ways does the individual contribute to the community? 4. How has the definition of family changed over time? 5. In what ways has globalization affected the concept of family and family values? | | | |
| Themen | Lernziele | Konzepte und Vokabeln | Kultur | Sprachfundamente |
| Was ist Familie heute? | <p>After completing this <i>Thema</i>, students will be able to...</p> <ul style="list-style-type: none"> • describe the different forms families take; • explain how the concept of family has changed over time; • investigate German-speaking families that have been important for industry and business and present their findings; • explain the role of the foster family in Germany and compare it with the concept of fostering in their home country; | Different types of families; family businesses in Germany; foster families | Family businesses and their involvement in the community | Reflexive verbs |
| Gemeinschaften | <p>After completing this <i>Thema</i>, students will be able to...</p> <ul style="list-style-type: none"> • exchange and summarize information about different lifestyles and forms of shared housing in German-speaking countries, including the <i>Wohngemeinschaft</i>; • compare and contrast living arrangements in German-speaking countries with those in their home country; • reflect on how the use of technology affects familial relationships and the interactions between people living together; • explain how living together can provide both advantages and disadvantages to individuals. | Shared living arrangements; the <i>Wohngemeinschaft</i> | Garden allotments and hobby gardens; <i>StudiVZ</i> | Verbs with prepositions |
| Traditionen und Alternativen | <p>After completing this <i>Thema</i>, students will be able to...</p> <ul style="list-style-type: none"> • investigate and summarize information about various artist colonies in Germany; • explain the traditions surrounding important coming-of-age celebrations in German-speaking countries; • reflect on the changing attitudes toward religion in German-speaking countries and discuss reasons for the shift; • describe the traditions surrounding family celebrations and holidays in German-speaking countries and reflect on their importance. | Life in a German artist colony; family gatherings | Young people and religion; church taxes | Da- and wo-compounds |

| Kapitel 3 Man ist, was man isst: Das Essen und die Kultur | | | | |
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| Schlüsselfragen | <ol style="list-style-type: none"> 1. What role does food play in the identity of a region or country? 2. What role do food and famine play in the history and contemporary life of German-speaking peoples? 3. What are the social and environmental impacts of the production and consumption of food? 4. What is the impact of globalization on regional and national food cultures? 5. To what extent are the social aspects of eating and meal preparation endangered by modern lifestyles? | | | |
| Themen | Lernziele | Konzepte und Vokabeln | Kultur | Sprachfundamente |
| Die Rolle des Essens in der deutschen Kultur und Geschichte | <p>After completing this <i>Thema</i>, students will be able to...</p> <ul style="list-style-type: none"> • describe meals and mealtimes in Germany and explain the traditions surrounding them, including the times of day at which they occur; • explain when and why Germany experienced famine and the causes of famine in general; • analyze a graphic and a literary text to describe the problem of hunger; • exchange and summarize information about ways to address food waste. | Germany and periods of famine; causes of famine | Germany after the First and Second World Wars; the turnip winter; food and fairy tales | Adjective endings with definite articles |
| Unterschiedliche Essgewohnheiten: Nord, Süd, Ost und West | <p>After completing this <i>Thema</i>, students will be able to...</p> <ul style="list-style-type: none"> • describe culinary specialties in Germany, Switzerland, and Austria and explain their origins; • describe key ingredients and the steps in the preparation of a recipe; • exchange and summarize ideas about how routines of food preparation and eating habits are changing; • reflect on and discuss how technology affects mealtime and family dynamics. | Regional foods and food-related traditions; recipes and their preparation | Food in Austria, Germany, and Switzerland; Germany's bread as a cultural heritage product | Verbs with prepositions |
| Neue Deutsche Küche – Internationalisierung und Nachhaltigkeit | <p>After completing this <i>Thema</i>, students will be able to...</p> <ul style="list-style-type: none"> • explain current trends in the food culture of German-speaking countries; • discuss and react to German attitudes toward genetically modified foods; • analyze, discuss, and present the ramifications of mass food production; • describe and express opinions about ways to eat sustainably. | The internationalization of cuisine in German-speaking cultures; genetically modified foods; sustainable foods | German approaches to genetically modified foods; vegetarianism and veganism in German-speaking countries; organic foods | Da- and wo-compounds |

| Kapitel 4 Ästhetischer Aktivismus: Die Kunst und das politische Engagement | | | | |
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| Schlüsselfragen | 1. What types of political and social issues lead to rebellion against the establishment? 2. Why is the ability to rebel an important aspect of culture? 3. What does a work of art teach us about society at the time in which it was created? 4. Is art always beautiful? Does it need to be beautiful in order to fulfill its purpose as a work of art? 5. How can art be used as a form of resistance? | | | |
| Themen | Lernziele | Konzepte und Vokabeln | Kultur | Sprachfundamente |
| Die Kunst und die Gesellschaft | After completing this <i>Thema</i> , students will be able to... <ul style="list-style-type: none"> describe and analyze works of art using colors and other details; express and substantiate opinions about works of art; describe, discuss, and present themes addressed in different artistic styles; analyze the works of German-speaking artists and elaborate on the topics they address. | Literature and art in the First World War; analysis of a work of art, German Expressionism; artist groups and movements | Richard Wagner, Wassily Kandinsky; German-speaking artists and writers during the First World War; Oskar Kokoschka | Comparatives and superlatives |
| Die Kunst und der Widerstand | After completing this <i>Thema</i> , students will be able to... <ul style="list-style-type: none"> describe the role of art in political opposition and demonstrations; explain why some authors went into exile during the Third Reich while others remained; analyze factual and literary texts associated with authors writing during the Second World War and discuss the main ideas of the texts; analyze a poetic text and summarize the themes that the text addresses. | Art and resistance; opposition groups during the Second World War; book burnings | Writers in exile; Thomas Mann, Bertolt Brecht, Anna Seghers; <i>Vergangenheitsbewältigung</i> in literature; Günter Grass; Heinrich Böll; Paul Celan, Irma Schwager; Joseph Beuys | Comparatives and superlatives as attributive adjectives |
| Graffiti – Kunst oder Verbrechen? | After completing this <i>Thema</i> , students will be able to... <ul style="list-style-type: none"> state and substantiate opinions of graffiti as a form of art or vandalism; analyze the origins and history of graffiti and discuss how it is currently perceived; describe and analyze political messages that are depicted through graffiti; reflect on and debate about the role of art in public spaces and in the lives of individuals, including the artists who create them. | Graffiti as an art form; graffiti as a form of activism; the origins of graffiti | The East Side Gallery; Erich Fried | Participles as adjectives |

| Kapitel 5 | | Von Emotionen und Politik: Musik als der Soundtrack unseres Lebens | | |
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| Schlüsselfragen | 1. Which music genres and artists are most influential in the German-speaking countries? 2. How is music education organized in the German-speaking countries? 3. What are the cultural, emotional, and commercial dimensions of music in the German-speaking countries? 4. How does music influence public and private identities, especially those of young people? 5. How has the German hip-hop scene developed over time? | | | |
| Themen | Lernziele | Konzepte und Vokabeln | Kultur | Sprachfundamente |
| Klangwelten – Die musikalische Vielfalt der deutschsprachigen Länder | After completing this <i>Thema</i> , students will be able to... <ul style="list-style-type: none"> describe music genres and artists that are the most influential in German-speaking countries; compare and contrast music education in German-speaking countries with music education in their own communities; compare the products, practices, and perspectives of regional music cultures in German-speaking countries; analyze and interpret the work of a German-speaking music artist. | Music and its various styles; music instruction in German-speaking countries | Music in U.S. and German schools; new developments in music | Subjunctive II and the <i>würde</i> -construction |
| Musik und ihre Rolle in unserem Leben | After completing this <i>Thema</i> , students will be able to... <ul style="list-style-type: none"> analyze and discuss cultural, societal, and psychological aspects of music; interpret and summarize information from a survey about the importance of early music education for children; reflect on and explain the role that music plays in their own lives; interpret and summarize information from a German music blog. | Music and its role in society; social and psychological aspects of music | Herbert Grönemeyer; German-language music on the radio | Subjunctive II and the full-verb form |
| Rap? Nein, Sprechgesang! | After completing this <i>Thema</i> , students will be able to... <ul style="list-style-type: none"> explain the development of hip-hop culture in Germany; make connections across cultures within the context of hip-hop music; analyze and explain the social and cultural aspects of hip-hop culture; exchange and summarize ideas about the problems with music consumption in the digital age. | Music and the internet; language and music | <i>Denglisch</i> in hip-hop music; hip-hop music as social critique | Subjunctive II with <i>als ob</i> and <i>als wenn</i> |

| Kapitel 6 | | Grün(es) Leben: Umweltschutz, Politik, Nachhaltigkeit | | |
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| Schlüsselfragen | 1. How does the environment affect individual lives and what impact do individuals have on the environment? 2. In what ways do human beings interact with nature and what role does nature play in their lives? 3. In what ways are individuals, communities, and industry responsible for protecting the environment? 4. What does it mean to live sustainably? 5. How do individuals and communities achieve sustainability? | | | |
| Themen | Lernziele | Konzepte und Vokabeln | Kultur | Sprachfundamente |
| Der Umweltschutz Gestern und Heute | After completing this <i>Thema</i> , students will be able to... <ul style="list-style-type: none"> describe what they do personally to protect the environment; compare and contrast environmental protection in their home countries and in Germany; explain the meaning of sustainability and where the idea originated; exchange and summarize information about the challenges that environmental pollution and protection present. | Recycling; the sorting of waste materials; a short history of environmental protection in Germany | Recycling, the <i>Grüner Punkt</i> ; the <i>Verpackungsverordnung</i> ; Hans Carl von Carlowitz; survey about awareness of the environment and nature | Passive voice in the present tense; the use of <i>man</i> as an agent |
| Die Atomkraft in Deutschland | After completing this <i>Thema</i> , students will be able to... <ul style="list-style-type: none"> discuss the advantages and disadvantages of nuclear energy; describe and explain public reactions to nuclear power in German-speaking countries; explain Germany's anti-nuclear stance from a historical perspective; describe Germany's plans for a nuclear phase-out. | Chernobyl and the effects of nuclear accidents; German and Austrian approaches to nuclear power | The closing of German and Austrian nuclear power plants; the <i>Tomorrow-Festival</i> | Passive voice with modal verbs in the present tense |
| Erneuerbare Energie für die Zukunft | After completing this <i>Thema</i> , students will be able to... <ul style="list-style-type: none"> discuss and summarize alternative energy sources that currently exist and those that are being developed; explain the role of alternative energies in German-speaking cultures; describe inventions that use alternative energies; compare and contrast generational approaches to environmental protection and alternative energies. | Renewable energies; solar cars | Bio-diesel; greenhouse gases; alternative energy sources in Germany; creative recycling projects | Passive voice with modal verbs in the present perfect and the simple past tenses. |

| Kapitel 7 | | Mobilität und Medien: Erfindungen, Engagement, Kommunikation | | |
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| Schlüsselfragen | 1. How do developments in science and technology affect our lives? 2. What social, environmental, and political factors have driven innovation and discovery in the fields of science and technology? 3. What role do ethics play in scientific advancement? 4. When do ethics and scientific innovation come into conflict? 5. How do social networks and social media affect communication and human relationships in cultures throughout the world? | | | |
| Themen | Lernziele | Konzepte und Vokabeln | Kultur | Sprachfundamente |
| Deutschland – Land der Innovationen | After completing this <i>Thema</i> , students will be able to... <ul style="list-style-type: none"> • identify German-speaking inventors and describe their inventions; • explain the importance of seminal inventions; • analyze how and why particular inventions have influenced modern society; • describe and evaluate the impact technology has on individuals and communities. | German-speaking inventors and their inventions; women inventors | Marga Faulstich; the role of scientific progress in society; important inventions in history | Passive voice in the present perfect tense |
| Engagement durch Medien | After completing this <i>Thema</i> , students will be able to... <ul style="list-style-type: none"> • analyze how media can be used in both positive and negative ways in politics, advertising, and business; • exchange and summarize ideas about the use of media in politics and social activism; • explain the connection between the access to technology and democracy; • analyze the role of media and social media in regime changes and political upheaval. | Digital technologies and political activism; technology and democracy | Technology and the Green Party; the internet and social networks in politics; positive and negative aspects of technology | Passive voice in the simple past tense |
| Die Privatsphäre im Internet | <ul style="list-style-type: none"> • describe issues related to privacy and the internet; • exchange and summarize ideas about the degree to which online information can be kept private; • explain the laws governing media use in German-speaking countries; • analyze and debate the importance of educating people about the use of the internet. | Privacy, personal data, and the internet; social networks and their influence in society | Media literacy among children and adolescents; protecting children from media content; <i>Die Physiker</i> by Friedrich Dürrenmatt | Future tense |

| Kapitel 8 | | Grenzen überschreiten: Ein Blick in die Vergangenheit | | |
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| Schlüsselfragen | <ol style="list-style-type: none"> 1. How did the German people, especially German women, cope with the problems they faced in the wake of World War II? 2. In what ways did the experiences of World War II influence postwar generations? 3. How did the division of Germany into East and West affect the lives of the people living in both countries? 4. How did the systems of the two German countries shape the beliefs and ideals of the people living within their borders? 5. Which events led to the fall of the Berlin Wall and ultimately to German reunification? | | | |
| Themen | Lernziele | Konzepte und Vokabeln | Kultur | Sprachfundamente |
| Deutschland nach dem Zweiten Weltkrieg | <p>After completing this <i>Thema</i>, students will be able to...</p> <ul style="list-style-type: none"> • describe the challenges the German people faced in the immediate aftermath of World War II; • describe how the population, especially women, coped with the material difficulties of daily life; • analyze the impact of World War II on the generations born during and after the end of the war; • discuss how different groups of war survivors experienced life in postwar Germany. | Germany immediately following World War II; children living in the postwar era | Eyewitness reports on experiences of childhood during the war | Subjunctive I in indirect speech |
| Deutschland – Zwei Länder, Zwei Systeme | <p>After completing this <i>Thema</i>, students will be able to...</p> <ul style="list-style-type: none"> • summarize the events that led to the creation of the two German states in 1949; • describe life in the GDR and FRG, with a particular focus on the experiences of young people; • explain how the political, cultural, and economic differences between the two states were manifested in everyday life; • explain the reactions of East German citizens to their government. | Systemic differences between the GDR and the FRG; life in East and West Germany | History of the GDR and FRG; the <i>Freie Deutsche Jugend</i> (FDJ); the <i>Trabi</i> | Subjunctive I in the past tense |
| Wende und Wiedervereinigung | <p>After completing this <i>Thema</i>, students will be able to...</p> <ul style="list-style-type: none"> • describe the events that led to the fall of the Berlin Wall; • explain how and why some East Germans opposed the government and at what risk; • analyze and discuss the reactions of people living in both parts of Germany to reunification; • explain the importance of German reunification in the context of the Cold War era. | Events leading to the fall of the Berlin Wall and German unification | Election fraud in the GDR; the Monday demonstrations; the <i>Gethsemane Kirche</i> in Berlin | Subjunctive II in the past tense |

| Kapitel 9 | | Deutschland: Immigration und Integration | | |
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| Schlüsselfragen | <ol style="list-style-type: none"> 1. What are the benefits of a multicultural society? What role does immigration play in ensuring a multicultural society? 2. What political and social issues are associated with immigration (for both immigrants and the citizens of the country to which they move)? 3. What issues of communication arise between immigrants and citizens of the country to which they have moved? 4. What role do young people play in promoting integration among all members of society? 5. How can a multicultural society change the national identity of a country and the views of that country from the outside? | | | |
| Themen | Lernziele | Konzepte und Vokabeln | Kultur | Sprachfundamente |
| Die Auswanderung – Deutsche im Ausland | <p>After completing this <i>Thema</i>, students will be able to...</p> <ul style="list-style-type: none"> • summarize the history of German-speaking peoples' immigration to North America. • describe diverse cultural groups living in Germany and express opinions about Germany as a multicultural society; • exchange and summarize ideas about the history of immigration to Germany; • explain the challenges that immigrants face when they move to another country and culture. | The history of Germans in North America; centers of German heritage in the United States | Survey on reasons for emigration from Germany; Germans in Jamestown; German-American Day; famous Germans in the United States | Accusative and dative prepositions |
| Deutschland als Einwanderungsland | <p>After completing this <i>Thema</i>, students will be able to...</p> <ul style="list-style-type: none"> • describe different immigrant groups in Germany; • explain the importance of immigrant populations to Germany and how they influence the culture; • analyze the challenges that immigrants in German-speaking countries face; • discuss and summarize Germany's immigration and citizenship laws. | Immigration to Germany; German immigration laws | Zafer Şenocak; guest workers in Germany; laws governing nationality | Two-way prepositions |
| Migration und Integration | <p>After completing this <i>Thema</i>, students will be able to...</p> <ul style="list-style-type: none"> • analyze the challenges of integration in German-speaking countries; • summarize the issues that migrant families face in their daily lives in Germany; • discuss the experiences of well-known figures in Germany who have a migrant background; • describe multicultural communities and events in German-speaking countries. | Challenges of integration; children with a migration background | Recognition of education credentials; <i>Karneval der Kulturen</i> | Genitive prepositions |

| Kapitel 10 | | Die deutsche Identität: Regional, national und international | | |
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| Schlüsselfragen | 1. Which events have played important roles in defining Germany as it is known today? 2. How has the German language evolved over time and who has contributed to its standardization? 3. What are the historical origins of the German national flag? 4. How do Germans perceive the role of their country in the context of the European Union? 5. What is the impact of European integration on everyday life in Germany? | | | |
| Themen | Lernziele | Konzepte und Vokabeln | Kultur | Sprachfundamente |
| Was ist Deutschland? Was ist deutsch? | After completing this <i>Thema</i> , students will be able to... <ul style="list-style-type: none"> • discuss how stereotypes shape an individual's views of other cultures; • describe the national and regional cultures in today's Germany; • describe the different geographic and linguistic meanings of the word „Deutsch“ and how they have changed over time; • explain German approaches to defining regional and national identities. | German identity, stereotypes about Germany; cultural identity and how to define it | Martin Luther; development of the German language; the history of the garden gnome | Coordinating conjunctions |
| Symbole einer Nation und ihre Geschichte | After completing this <i>Thema</i> , students will be able to... <ul style="list-style-type: none"> • explain the origins of German national symbols, such as the national flag and national anthem; • summarize key events in the making of Germany as a nation; • examine the difficulties many Germans have with forming a positive national identity; • compare the ways in which people relate to their national identity. | History of the German flag and its colors; Germany's national anthem | Hoffmann von Fallersleben and „Das Lied der Deutschen“; das <i>Wartburgfest</i> | Relative pronouns |
| Deutschland in Europa – Europa in Deutschland | After completing this <i>Thema</i> , students will be able to... <ul style="list-style-type: none"> • analyze key events and institutions in the history of the European Union; • discuss challenges, benefits, and opportunities of European integration; • analyze the role of European integration in the process of identity formation at regional, national, and transnational levels; • evaluate Germany's role in the European Union. | History of the European Union; the meaning of the concepts “Europe” and “European” | Branches and institutions of the European Union; the Euro and the Eurozone; the Erasmus program | Subordinating conjunctions |