

## German II Scope and Sequence – Fall Semester

Idea Control (Evidence of Use)    Partial Control (~50% Accuracy)    Full Control (+80% Accuracy)

	<i>Unit 1 – Shopping for Clothes</i>	<i>Unit 2 – House and Chores</i>	<i>Unit 3 – Parties and Celebrations</i>
<p><b>Vocabulary for Communication</b> See suggested vocabulary in Unit Overviews for more detail.</p>	<ul style="list-style-type: none"> <li>• Cardinal numbers (S)</li> <li>• Clothing</li> <li>• Shopping</li> <li>• <i>kennen, können, wissen</i></li> <li>• Modal verbs in context. (S)</li> <li>• Present perfect verbs in context (e.g. bought, cost, paid)</li> <li>• Dative prepositions (in context <u>or</u> full list).</li> </ul>	<ul style="list-style-type: none"> <li>• Daily activities related to house (rooms, areas, furniture, appliances)</li> <li>• Direct object pronouns</li> <li>• Obligations</li> <li>• Particles: <i>doch, ja</i> (for commands)</li> <li>• Possessive adjectives</li> <li>• Command forms (du, ihr, Sie, wir) 2-way prepositions in context</li> <li>• separable prefix verbs in context</li> <li>• <i>gehören</i></li> </ul>	<ul style="list-style-type: none"> <li>• Accepting and declining invitations</li> <li>• Giving congratulations</li> <li>• Party supplies (food, décor, etc.)</li> <li>• Vocabulary: Particles of emphasis (i.e. <i>aber, auch, denn, doch, gar, halt, mal, nur, schon, ja</i>).</li> <li>• Ordinal numbers.</li> <li>• Word order for giving dates.</li> <li>• Birthdays expressed with <i>haben</i>.</li> <li>• <i>werden</i> as ‘becoming’.</li> <li>• <i>für</i> vs. <i>zum</i></li> </ul>
<p><b>Terminology</b> Words students might need to know, but are not required for assessment.</p>	<ul style="list-style-type: none"> <li>• Contractions</li> <li>• Conversational/Present Perfect Tense</li> <li>• Dative Case</li> <li>• Indirect Object</li> </ul>	<ul style="list-style-type: none"> <li>• Imperative Mood</li> <li>• Indicative Mood</li> <li>• Inseparable/Separable Verb Prefix</li> <li>• Mood</li> <li>• Prefix</li> </ul>	<ul style="list-style-type: none"> <li>• Particle (Modal/Flavoring)</li> </ul>
<p><b>Grammar</b> Proficiency should be measured ONLY in the Interpersonal and/or Presentational Modes.</p>	<ul style="list-style-type: none"> <li>• <b>contractions with prepositions</b></li> <li>• <b>dative case (indirect obj., pronouns, articles, prepositions)</b></li> <li>• <b>present perfect, regular verbs</b></li> <li>• <b>nominative and accusative case forms (S)</b></li> <li>• <b>time, manner, place</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>word order with 2-way prepositions</b></li> <li>• <b>case with 2-way prepositions</b></li> <li>• <b>imperative mood</b></li> <li>• <b>separable verb conjugation</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>modal particles</b></li> <li>• <b>separable prefix verbs (S)</b></li> </ul>
<p><b>Culture</b></p>	Cultural understandings are infused across the units. For details, see C-CAP.		
<p><b>Interpretive and Presentational Strategies</b></p>	A variety of strategies for interpretive and presentational communication are spread across this year’s units. It is <b>NOT</b> expected that they are taught in certain units, but serve as reminders of what we can teach our students to help them be better communicators as their language skills develop.		

## German II Scope and Sequence – Spring Semester

Idea Control (Evidence of Use)    Partial Control (~50% Accuracy)    Full Control (+80% Accuracy)

	<i>Unit 4 – Sports</i>	<i>Unit 5 – Transportation and Travel</i>	<i>Unit 6 – Growing, from then till now.</i>
<p><b>Vocabulary for Communication</b> See suggested vocabulary in Unit Overviews for more detail.</p>	<ul style="list-style-type: none"> <li>Sports and recreational activities</li> <li>Parts of the body</li> <li>Soccer</li> <li>Verbs related to physical action (e.g. <i>kicken, köpfen, werfen, schlagen</i>, etc.)</li> <li>Dative pronouns</li> <li>Dative verbs in context (e.g. <i>weh tun, helfen</i>, etc.)</li> <li>Use of ‘to me’ when referring to body parts (e.g. “My head hurts.” = “<i>Mir tut der Kopf weh.</i>”)</li> <li><i>um...zu</i> in context (to provide a reason)</li> </ul>	<ul style="list-style-type: none"> <li>Modes of transportation</li> <li>Public transportation</li> <li>Directions (e.g. <i>geradeaus, links, entlang</i>)</li> <li>Places in a city</li> <li>Use of <i>mit</i> for modes of transportation</li> <li>Greeting and close for a letter/email (e.g. <i>Lieb(e/er)....MfG, Dein(e/er)</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Childhood activities and events</li> <li>Animals</li> <li>Shapes</li> <li>Growth (e.g. <i>erziehen, aufwachsen</i>)</li> <li>Games (e.g. <i>Du bist dran, du mogelst</i>)</li> <li><i>als</i> vs. <i>wenn</i> vs. <i>wann</i></li> <li>Subordinating conjunctions in context (e.g. <i>dass, weil, ob</i>, etc.)</li> <li>Commonly used imperfect verbs in context (e.g. <i>war, hatte, ging</i>, etc.)</li> </ul>
<p><b>Terminology</b> Words students might need to know, but are not required for assessment.</p>		<ul style="list-style-type: none"> <li>Circumlocution</li> <li>Helping Verb</li> <li>Past Participle</li> </ul>	<ul style="list-style-type: none"> <li>Coordinating Conjunctions</li> <li>Conjunctions</li> <li>Narrative past tense/Imperfect</li> <li>Subordinating Conjunctions</li> </ul>
<p><b>Grammar</b> Proficiency should be measured ONLY in the Interpersonal and/or Presentational Modes.</p>	<ul style="list-style-type: none"> <li><b>dative case verbs</b></li> <li><b>word order with um...zu constructions</b></li> <li><b>dative case (indirect obj., pronouns, articles, prepositions)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>present perfect with separable/inseparable prefix verbs</b></li> <li><b>present perfect, conjugation and word order, regular verbs</b></li> <li><b>present perfect, conjugation and word order, irregular verbs</b></li> </ul>	<ul style="list-style-type: none"> <li><b>word order with subordinating conjunctions</b></li> <li><b>word order with coordinating conjunctions</b></li> </ul>
<p><b>Culture</b></p>	Cultural understandings are infused across the units. For details, see C-CAP.		
<p><b>Interpretive and Presentational Strategies</b></p>	A variety of strategies for interpretive and presentational communication are spread across this year’s units. It is <b>NOT</b> expected that they are taught in certain units, but serve as reminders of what we can teach our students to help them be better communicators as their language skills develop.		