

German IV Scope and Sequence – Fall Semester

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

	<i>Unit 1 – History, Rights and Responsibilities</i>	<i>Unit 2 – Art and Architecture</i>
<p>Vocabulary for Communication See suggested vocabulary in Unit Overviews for more detail.</p>	<ul style="list-style-type: none"> • Government • Politics • Rights • Responsibilities • <i>lassen</i> • <i>eher...als</i> • <i>da/wo</i> compounds (in context) • Comparative forms with adjectives (S) • Future tense (S) • passive voice (in context) • Advanced phrases requiring subordinate word order (teacher choice). 	<ul style="list-style-type: none"> • Artistic and architectural genres/periods (teacher choice) • Architecture • Critiquing • Visual arts • Giving opinions (S) • Genitive expressions (in context)
<p>Terminology Words students might need to know, but are not required for assessment.</p>	<ul style="list-style-type: none"> • Ethos, pathos, logos • Passive voice • Persuasive argument • Propaganda 	<ul style="list-style-type: none"> • Genitive case • Past perfect tense
<p>Grammar Proficiency should be measured ONLY in the Interpersonal and/or Presentational Modes.</p>	<ul style="list-style-type: none"> • Passive voice • Future tense (S) • <i>da/wo</i> compounds 	<ul style="list-style-type: none"> • Adjective inflection • Past perfect tense • Genitive case
<p>Culture</p>	Cultural understandings are infused across the units. For details, see C-CAP.	
<p>Interpretive and Presentational Strategies</p>	A variety of strategies for interpretive and presentational communication are spread across this year’s units. It is NOT 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 IV Scope and Sequence – Spring Semester

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

	<i>Unit 3 – Nature and Environment</i>	<i>Unit 4 – World of Work and Professions</i>
<p>Vocabulary for Communication See suggested vocabulary in Unit Overviews for more detail.</p>	<ul style="list-style-type: none"> • Natural resources • Energy (renewable and non-renewable) • Environmental hazards and industry • Animals (S) • Geographic features (S) 	<ul style="list-style-type: none"> • Professions • Education (S) • Jobs/Careers • Employment • Technology
<p>Terminology Words students might need to know, but are not required for assessment.</p>	<ul style="list-style-type: none"> • Debate 	<ul style="list-style-type: none"> • Double Infinitive • Gerund
<p>Grammar Proficiency should be measured ONLY in the Interpersonal and/or Presentational Modes.</p>	<ul style="list-style-type: none"> • Genitive prepositions (S) • Nom./acc./dat. prepositions (S) • Reflexives (S) • Past, Present and future tenses (S) • Inflection (S) • Comparative/Superlative adjectives (S) • Subordinate clauses (S) 	<ul style="list-style-type: none"> • Double infinitives • Gerunds • Present tense (S)
<p>Culture</p>	<p>Cultural understandings are infused across the units. For details, see C-CAP.</p>	
<p>Interpretive and Presentational Strategies</p>	<p>A variety of strategies for interpretive and presentational communication are spread across this year’s units. It is NOT 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.</p>	