

## German 1 Scope and Sequence – Fall Semester

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

	<b>Unit 1 – Greetings and Farewells</b>	<b>Unit 2 – Meet My Family</b>	<b>Unit 3 – What I like to do.</b>
<p><b>Vocabulary for Communication</b> See suggested vocabulary in Unit Overviews for more detail.</p>	<ul style="list-style-type: none"> <li>● Alphabet</li> <li>● Asking for and giving basic information</li> <li>● Colors</li> <li>● Cardinal Numbers 0-20</li> <li>● Days of the Week</li> <li>● Goodbyes and Farewells</li> <li>● Polite expressions</li> <li>● Pronouns <i>ich/du/Sie</i></li> <li>● Definite articles <i>der/die/das</i></li> </ul>	<ul style="list-style-type: none"> <li>● Family</li> <li>● Interrogatives in context (e.g. <i>wer, wie, wo</i>)</li> <li>● Adjectives: Personality and physical characteristics (e.g., <i>klug, nett, klein</i> etc.)</li> <li>● <i>sein, haben</i></li> <li>● Cardinal numbers 21-100</li> <li>● Possessive adjectives, singular.</li> <li>● Pronouns: <i>er/sie/es</i></li> </ul>	<ul style="list-style-type: none"> <li>● Adverbs of time (e.g. <i>morgens, abends</i>, etc.)</li> <li>● Adverbs of frequency (e.g. <i>immer, oft, nie</i>, etc.)</li> <li>● Telling time: Formal, informal and military.</li> <li>● Leisure activities</li> <li>● <i>sein, haben</i> (S)</li> <li>● <i>zu Hause</i> vs. <i>nach Hause</i></li> <li>● Expressing likes/dislikes (<i>gern</i> + verb)</li> <li>● irregular verbs in context (e.g. <i>sehen, lesen</i>)</li> <li>● Interrogatives in context (e.g. <i>woher, wohin, wann, was</i>)</li> <li>● Seasons, Months</li> <li>● Pronouns: (<i>wir/ihr/sie</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>● Articles, Definite Articles</li> <li>● Cognates</li> <li>● Gender</li> <li>● Idiom</li> <li>● Pronoun</li> <li>● Social Register</li> <li>● Subject</li> <li>● Verb</li> <li>● Word Order</li> <li>● Umlaut</li> </ul>	<ul style="list-style-type: none"> <li>● Adjective</li> <li>● Case, Nominative Case</li> <li>● Conjugation</li> <li>● Open vs. Tag Question</li> <li>● Infinitive</li> <li>● Inflection</li> <li>● Interrogative</li> <li>● Possessive Adjective</li> <li>● Umlaut</li> <li>● Verb Stem and Ending</li> </ul>	<ul style="list-style-type: none"> <li>● Formal/Informal Time</li> <li>● Inversion</li> <li>● Irregular/Strong Verb</li> <li>● Military Time</li> <li>● Noun Phrase</li> <li>● Regular/Weak Verb</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>definite articles</b></li> <li>● <b>word order basic statements</b></li> <li>● <b>present tense</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>present tense conjugation, regular verbs</b></li> <li>● <b>possessive adjective inflection (nom. and acc.)</b></li> <li>● <b>word order questions and basic statements</b></li> <li>● <b>capitalization of nouns</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>word order inverted statements</b></li> <li>● <b>irregular verb conjugation</b></li> <li>● <b>regular verb conjugation</b></li> <li>● <b>conjugation of <i>haben</i> and <i>sein</i></b></li> <li>● <b>word order with <i>gern</i></b></li> </ul>
<p><b>Culture</b></p>	<p>Cultural understandings are infused across the units. For details, see the individual units linked in <a href="#">Unit Resource Documents</a>.</p>		
<p><b>Interpretive and Presentational Strategies</b></p>	<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.</p>		

## German 1 Scope and Sequence – Spring Semester

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

	<b>Unit 4 -At School</b>	<b>Unit 5 – Where I live</b>	<b>Unit 6 – At the Café</b>
<p><b>Vocabulary for Communication</b> See suggested vocabulary in Unit Overviews for more detail.</p>	<ul style="list-style-type: none"> <li>● Expressing likes/dislikes (<i>gern + haben, gefallen</i>)</li> <li>● Expressions of agreement/disagreement (e.g. <i>Das finde ich nicht, Das stimmt</i>, etc.)</li> <li>● Indefinite articles <i>ein, eine, einen</i></li> <li>● Interrogatives (e.g. <i>wen, warum</i>)</li> <li>● Cardinal Numbers 101-1,000</li> <li>● Ordinal numbers, first – eighth</li> <li>● Possessive adjectives, plural</li> <li>● School (e.g. subjects, classroom objects, grades, schedules)</li> <li>● Sequencing words: (e.g. <i>zuerst, dann, danach</i>)</li> <li>● Accusative prepositions</li> <li>● <i>es gibt...</i></li> </ul>	<ul style="list-style-type: none"> <li>● Expressing location: <i>liegen vs. stehen vs. sein</i></li> <li>● Geography</li> <li>● Places in a city</li> <li>● Weather</li> <li>● Interrogatives in context (e.g. <i>wie viel vs. wie viele</i>)</li> <li>● Locations around town</li> <li>● Modals <i>dürfen, können, sollen, müssen werden</i></li> </ul>	<ul style="list-style-type: none"> <li>● Café (foods, ordering, paying)</li> <li>● Modals <i>wollen, mögen, möchten</i>.</li> <li>● <i>kein vs. nicht</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>● Accusative Case</li> <li>● Cardinal vs. Ordinal Numbers</li> <li>● Direct Object</li> <li>● Indefinite Article</li> <li>● Object</li> <li>● Preposition</li> <li>● Prepositional Phrase</li> </ul>	<ul style="list-style-type: none"> <li>● Compound Noun</li> <li>● Future Tense</li> <li>● Helping Verb</li> <li>● Modal Verb</li> <li>● Plural</li> <li>● Singular</li> </ul>	<ul style="list-style-type: none"> <li>● Adverb</li> <li>● Negation</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>● <i>wer vs. wen</i></li> <li>● <b>all case inflections, nominative and accusative (S)</b></li> <li>● <b>word order, inverted (S)</b></li> <li>● <i>gern + haben</i></li> </ul>	<ul style="list-style-type: none"> <li>● <b>conjugation of modals <i>dürfen, können, sollen, müssen</i></b></li> <li>● <b>conjugation of <i>werden</i></b></li> <li>● <b>word order with modals (SMOSI) and <i>werden</i> (SWOSI)</b></li> <li>● <b>pluralization of nouns</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>conjugation of modals <i>wollen, mögen, möchten</i></b></li> <li>● <b>word order with modals (SMOSI)</b></li> <li>● <b>conjugation of regular verbs, present tense</b></li> </ul>
<p><b>Culture</b></p>	<p>Cultural understandings are infused across the units. For details, see the individual units linked in <a href="#">Unit Resource Documents</a>.</p>		
<p><b>Interpretive and Presentational Strategies</b></p>	<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.</p>		