# German III Scope and Sequence – Fall Semester

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

## Unit 1 – Geography and Travel
- Geography
- Modes of Transportation (S)
- Directions (S)
- Two-way prepositions (S)
- Making reservations, currency exchange
- *daß, weil* (S)
- Dative and accusative pronouns (S)
- Comparative and superlative adjectives (in context)
- Interrogatives used as relative pronouns (in context)
- Simple past verbs (in context)
- Geographical locations/local landmarks (teacher choice)

## Unit 2 – Health, Food and Shopping
- Body parts (S)
- Reflexive verbs and pronouns
- Health
- Foods (new)
- Shopping
- Food Preparation
- Table Settings
- Simple past modal verbs (in context)
- Reflexive verbs (in context)
- Metric expressions of quantity

## Vocabulary for Communication
See suggested vocabulary in Unit Overviews for more detail.

### Terminology
- Comparative and Superlative Adjectives
- Narrative Past Tense

## Terminology
- Comparative and Superlative Adjectives
- Narrative Past Tense

## Grammar
- Subordinating Conjunctions (oral)
- Simple past tense
- Subordinating Conjunctions (written)
- Comparative and superlative adjectives
- 2-way prepositions
- Double object pronoun word order

## Grammar
- Subordinating Conjunctions (oral)
- Simple past tense
- Subordinating Conjunctions (written)
- Comparative and superlative adjectives
- 2-way prepositions
- Double object pronoun word order

## Culture
- Cultural understandings are infused across the units. For details, see C-CAP.

## Interpretive and Presentational Strategies
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.

Jefferson County Public Schools, Revised 11/16
# German III Scope and Sequence – Spring Semester

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

<table>
<thead>
<tr>
<th><strong>Unit 3 – Folk and Fairy Tales</strong></th>
<th><strong>Unit 4 – Literature and Film</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary for Communication</strong></td>
<td><strong>Literature (as pertains to novel(s) chosen</strong></td>
</tr>
<tr>
<td>See suggested vocabulary in Unit</td>
<td><strong>Film</strong></td>
</tr>
<tr>
<td>Overviews for more detail.</td>
<td><strong>Demonstrative adjectives (in context)</strong></td>
</tr>
<tr>
<td><strong>Terminology</strong></td>
<td><strong>Declension</strong></td>
</tr>
<tr>
<td>Words students might need to know, but are not required for assessment.</td>
<td><strong>Demonstrative adjectives</strong></td>
</tr>
<tr>
<td>• Fairy Tales</td>
<td><strong>Adjective endings (in oral form)</strong></td>
</tr>
<tr>
<td>• Subjunctive verbs (in context)</td>
<td><strong>Demonstrative adjectives</strong></td>
</tr>
<tr>
<td>• Simple past verbs (in context)</td>
<td><strong>Adjective endings (in written form)</strong></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td><strong>Genitive</strong></td>
</tr>
<tr>
<td>Proficiency should be measured ONLY in the Interpersonal and/or Presentational Modes.</td>
<td><strong>Subjunctive II</strong></td>
</tr>
<tr>
<td>• Genitive</td>
<td><strong>Simple past tense</strong></td>
</tr>
<tr>
<td>• Subjunctive II</td>
<td><strong>Modals in simple past tense</strong></td>
</tr>
<tr>
<td>• Simple past tense</td>
<td><strong>Grammar</strong></td>
</tr>
<tr>
<td>• Subjunctive II</td>
<td><strong>Adjective endings (in oral form)</strong></td>
</tr>
<tr>
<td>• Simple past tense</td>
<td><strong>Demonstrative adjectives</strong></td>
</tr>
<tr>
<td>• Modals in simple past tense</td>
<td><strong>Adjective endings (in written form)</strong></td>
</tr>
<tr>
<td><strong>Culture</strong></td>
<td>Cultural understandings are infused across the units. For details, see C-CAP.</td>
</tr>
<tr>
<td><strong>Interpretive and Presentational Strategies</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

Jefferson County Public Schools, Revised 11/16