

German I Scope and Sequence – Fall Semester

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

	Unit 1 – Greetings and Farewells	Unit 2 – Meet My Family	Unit 3 – What I like to do.
<p>Vocabulary for Communication See suggested vocabulary in Unit Overviews for more detail.</p>	<ul style="list-style-type: none"> Alphabet Asking for and giving basic information Colors Cardinal Numbers 0-20 Days of the Week Goodbyes and Farewells Polite expressions Pronouns <i>ich/du/Sie</i> Definite articles <i>der/die/das</i> 	<ul style="list-style-type: none"> Family Interrogatives in context (e.g. <i>wer, wie, wo</i>) Adjectives: Personality and physical characteristics (e.g., <i>klug, nett, klein</i> etc.) <i>sein, haben</i> Cardinal numbers 21-100 Possessive adjectives, singular. Pronouns: <i>er/sie/es</i> 	<ul style="list-style-type: none"> Adverbs of time (e.g. <i>morgens, abends</i>, etc.) Adverbs of frequency (e.g. <i>immer, oft, nie</i>, etc.) Telling time: Formal, informal and military. Leisure activities <i>sein, haben (S)</i> <i>zu Hause</i> vs. <i>nach Hause</i> Expressing likes/dislikes (<i>gern</i> + verb) irregular verbs in context (e.g. <i>sehen, lesen</i>) Interrogatives in context (e.g. <i>woher, wohin, wann, was</i>) Seasons, Months Pronouns: (<i>wir/ihr/sie</i>)
<p>Terminology Words students might need to know, but are not required for assessment.</p>	<ul style="list-style-type: none"> Articles, Definite Articles Cognates Gender Idiom Pronoun Social Register Subject Verb Word Order Umlaut 	<ul style="list-style-type: none"> Adjective Case, Nominative Case Conjugation Open vs. Tag Question Infinitive Inflection Interrogative Possessive Adjective Umlaut Verb Stem and Ending 	<ul style="list-style-type: none"> Formal/Informal Time Inversion Irregular/Strong Verb Military Time Noun Phrase Regular/Weak Verb
<p>Grammar Proficiency should be measured ONLY in the Interpersonal and/or Presentational Modes.</p>	<ul style="list-style-type: none"> definite articles word order basic statements present tense 	<ul style="list-style-type: none"> present tense conjugation, regular verbs possessive adjective inflection (nom. and acc.) word order questions and basic statements capitalization of nouns 	<ul style="list-style-type: none"> word order inverted statements irregular verb conjugation regular verb conjugation conjugation of <i>haben</i> and <i>sein</i> word order with <i>gern</i>
<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 I Scope and Sequence – Spring Semester

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

	Unit 4 -At School	Unit 5 – Where I live	Unit 6 – At the Café
<p>Vocabulary for Communication See suggested vocabulary in Unit Overviews for more detail.</p>	<ul style="list-style-type: none"> • Expressing likes/dislikes (<i>gern + haben, gefallen</i>) • Expressions of agreement/disagreement (e.g. <i>Das finde ich nicht, Das stimmt</i>, etc.) • Indefinite articles <i>ein, eine, einen</i> • Interrogatives (e.g. <i>wen, warum</i>) • Cardinal Numbers 101-1,000 • Ordinal numbers, first – eighth. • Possessive adjectives, plural • School (e.g. subjects, classroom objects, grades, schedules) • Sequencing words: (e.g. <i>zuerst, dann, danach</i>) • Accusative prepositions • <i>es gibt...</i> 	<ul style="list-style-type: none"> • Expressing location: <i>liegen vs. stehen vs. sein</i> • Geography • Places in a city • Weather • Interrogatives in context (e.g. <i>wie viel vs. wie viele</i>) • Locations around town • Modals <i>dürfen, können, sollen, müssen</i> • <i>werden</i> 	<ul style="list-style-type: none"> • Café (foods, ordering, paying) • Modals <i>wollen, mögen, möchten</i>. • <i>kein vs. nicht</i>
<p>Terminology Words students might need to know, but are not required for assessment.</p>	<ul style="list-style-type: none"> • Accusative Case • Cardinal vs. Ordinal Numbers • Direct Object • Indefinite Article • Object • Preposition • Prepositional Phrase 	<ul style="list-style-type: none"> • Compound Noun • Future Tense • Helping Verb • Modal Verb • Plural • Singular 	<ul style="list-style-type: none"> • Adverb • Negation
<p>Grammar Proficiency should be measured ONLY in the Interpersonal and/or Presentational Modes.</p>	<ul style="list-style-type: none"> • <i>wer vs. wen</i> • all case inflections, nominative and accusative (S) • word order, inverted (S) • <i>gern + haben</i> 	<ul style="list-style-type: none"> • conjugation of modals <i>dürfen, können, sollen, müssen</i> • conjugation of <i>werden</i> • word order with modals (SMOSI) and <i>werden</i> (SWOSI) • pluralization of nouns 	<ul style="list-style-type: none"> • conjugation of modals <i>wollen, mögen, möchten</i> • word order with modals (SMOSI) • conjugation of regular verbs, present tense
<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>		