

German III Scope & Sequence

Proficiency Goal: Intermediate Low

ACTFL Standards addressed:

Communication:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures:

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections:

- Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
- Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons:

- Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities:

- Standard 5.1: Students use the language both within and beyond the school setting.
- Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Unit Title & Connection to AP Thematic Units	Suggested Pacing:	Vocabulary to Be Introduced/Reviewed	Grammar Topics and Concepts to be Introduced/Reviewed	What Can Students Do by the End of the Unit?
<p>Unit 1:</p> <p>Reisen und Urlaub</p> <p>AP Context: Families in Different Societies</p>	6-8 weeks	<ul style="list-style-type: none"> - vacationing destinations - activities on vacation - Jugendherbergen (Unterkunft) - transportation for travel - reservations (flights, hotels, etc) - packing for a trip 	<ul style="list-style-type: none"> - Review of regular and irregular Präsens and Präsens Perfekt - Review of "sein" in Präteritum - Review of Akkusativ & Dativ (with prepositions) - Introduction of Wechselpräpositionen - How to use the Präsens Perfekt and Präteritum to describe a recent trip or vacation - Differentiation between location and destination 	<ul style="list-style-type: none"> - I can tell a peer or colleague about a trip I went on - I can recommend attractions from a place I visited - I can write simple captions for pictures and photos - I can inquire about details for a hotel, flight or travel program - In my own and other cultures, I can identify how people travel from one place to another (such as driving, taking the train, or riding a bike) and

				<p>why they choose to travel this way</p> <ul style="list-style-type: none"> - I can access simple information about transportation or lodging options based on my destination
<p>Unit 2: Gesundheit & Wohlfühlen</p> <p>Ap Context: Factors that Impact Quality of Life</p>	<p>Suggested Pacing: 6-8 weeks</p>	<p>Vocabulary to Be Introduced/Reviewed</p> <ul style="list-style-type: none"> - Body parts - Daily routine - Foods - Activities 	<p>Grammar Topics and Concepts to be Introduced/Reviewed</p> <ul style="list-style-type: none"> - "weh tun" & schmerzen - Illnesses and Injuries - German health routines (ie Kneippbecken) - Reflexivverben (+ Reflexivpronomen) - Befehle (bzw. Sie & du) - Healthcare & Emergency numbers in Germany - Apotheke, German remedies 	<p>What Can Students Do by the End of the Unit?</p> <ul style="list-style-type: none"> - I can explain my symptoms or injuries to another person - I can understand the main idea of a short informational text on health - I can interact to arrange an appointment and provide the necessary follow-up information - I can exchange

				<p>health advice with a peer or colleague</p> <ul style="list-style-type: none"> - I can understand the main idea of a description of an ailment and its symptoms
<p>Unit 3: Märchen & Fabeln</p> <p>Ap Context: Influences of Beauty and Art</p>	<p>Suggested Pacing: 6-8 weeks</p>	<p>Vocabulary to Be Introduced/Reviewed</p> <ul style="list-style-type: none"> - fairytales * characters * places * conflict & resolution - fables 	<p>Grammar Topics and Concepts to be Introduced/Reviewed</p> <ul style="list-style-type: none"> - Präteritum (narrative past) - Genitiv - Adjectives (+ adjective endings) - Dativ & Akkusativ (+ Wechselpräpositionen) 	<p>What Can Students Do by the End of the Unit?</p> <ul style="list-style-type: none"> - I can identify some major events in a fictional story - I can understand someone's comments about a story or fable - I can participate in a conversation to compare and contrast various versions of a fairytale - I can retell or summarize a story that

				<p>I've read or heard</p> <ul style="list-style-type: none"> - I can give a series of reasons why a fairytale or fable I read was or was not appealing to me
<p>Unit 4: Beruf & Karriere</p> <p>Ap Context: Families in Different Societies</p>	<p>Suggested Pacing: 6-8 weeks</p>	<p>Vocabulary to Be Introduced/Reviewed</p> <ul style="list-style-type: none"> - careers - education - skills, responsibilities and traits 	<p>Grammar Topics and Concepts to be Introduced/Reviewed</p> <ul style="list-style-type: none"> - Futur I & II - Konjunktiv II (conditional) - wenn clauses - Infinitiv + hypotheticals 	<p>What Can Students Do by the End of the Unit?</p> <ul style="list-style-type: none"> - I can understand some information on job postings - I can interact to arrange a meeting or appointment - I can interact to share ideas about what I would like to work as and why - I can write about my role in a typical school or work routine

				- In my own and other cultures, I can compare the process of applying for a job including valued skills and abilities
Unit 5: Umwelt Ap Context: Environmental, Societal, and Political Challenges	Suggested Pacing: 6-8 weeks	Vocabulary to Be Introduced/Reviewed - resources & energy - Recycling - environmental protection	Grammar Topics and Concepts to be Introduced/Reviewed - da/wo compounds - Befehle - types of recycling in Germany (Glas, Plastik, Pfand, etc) - modal verbs - Konjunktiv II	What Can Students Do by the End of the Unit? - I can follow simple directions on how to sort trash and recycle - I can understand the main idea of a short text on environmental protection - I can participate in a conversation about an environmental issue - I can describe what I do in my daily life to help the environment

				- I can provide a simple description of the ways Germans protect the environment to persuade peers to participate
--	--	--	--	---