

German IV Scope & Sequence

Proficiency Goal: Intermediate Mid

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: Wer bin ich?</p> <p>Ap Context: Families in Different Societies</p>	8-9 Weeks	<ul style="list-style-type: none"> -Characters in a story -Types and styles of literature 	<p>Review of:</p> <ul style="list-style-type: none"> -Present tense -Narrative past tense -Future Tense -Coordinating and subordinating conjunctions -Tall tales -Fables -Trümmerliteratur 	<ul style="list-style-type: none"> -I can understand the main idea and key information in short straightforward fictional texts. -I can tell a simple story about a childhood memory or recent trip or event. -I can identify the order of key events from a simple story. -I can identify the beginning, middle, and end of a story
<p>Unit 2: Familie</p> <p>AP Context: Families in Different Societies</p>	Suggested Pacing: 8-9 Weeks	<p>Vocabulary to Be Introduced/Reviewed</p> <ul style="list-style-type: none"> -Family -Social Media -Chores 	<p>Grammar Topics and Concepts to be Introduced/Reviewed</p> <ul style="list-style-type: none"> -Relative Pronouns -Adjective Endings -Conversational Past tense <p>Social media types and interactions</p>	<p>What Can Students Do by the End of the Unit?</p> <ul style="list-style-type: none"> -I can identify the main idea and key

				<p>information in short straightforward conversations.</p> <ul style="list-style-type: none"> -I can exchange information in conversations on familiar topics and some researched topics, creating sentences and a series of sentences and asking a variety of follow-up questions. -I can understand the personal messages exchanged in an online forum. -In my own and other cultures, I can compare the roles of family members
<p>Unit 3: Kunst</p> <p>AP Context: Influences of Beauty and Art</p>	<p>Suggested Pacing: 8-9 Weeks</p>	<p>Vocabulary to Be Introduced/Reviewed Colors, images, describing art -types of art</p>	<p>Grammar Topics and Concepts to be Introduced/Reviewed -Review of Konjunktiv II -Passive Voice -Adjectives describing</p>	<p>What Can Students Do by the End of the Unit? I can identify the main idea</p>

			<p>people and things</p> <ul style="list-style-type: none"> -Performance art -Fashion -Poetry 	<p>of a simple poem.</p> <ul style="list-style-type: none"> -I can identify the main conflict in a live performance or a play. -I can present a review of an artwork or song and give specific reasons to support my point of view.
<p>Unit 4: Die Stadt</p> <p>AP Context: Influences of Beauty and Art</p>	<p>Suggested Pacing: 8-9 Weeks</p>	<p>Vocabulary to Be Introduced/Reviewed Buildings</p> <ul style="list-style-type: none"> -Location words and phrases -Architectural styles 	<p>Grammar Topics and Concepts to be Introduced/Reviewed</p> <ul style="list-style-type: none"> -Review of cases -Coordinating, subordinating, and adverbial conjunctions -Accusative, dative, and two-way prepositions -Genitive case and prepositions 	<p>What Can Students Do by the End of the Unit?</p> <ul style="list-style-type: none"> - In my own and other cultures, I can compare how and why houses, buildings, and towns affect lifestyles. -In my own and other cultures, I can compare events and beliefs that drive the creation of a monument or the

				<p>popularity of a landmark.</p> <p>-In my own and other cultures, I can compare how the various options for travel are determined by geography, economics, and ecology</p>
<p>Unit 5: Geschichte</p> <p>AP Context: Environmental, Political, and Societal Challenges</p>	<p>Suggested Pacing: 8-9 Weeks</p>	<p>Vocabulary to Be Introduced/Reviewed</p> <ul style="list-style-type: none"> -History -World Wars -Reunification 	<p>Grammar Topics and Concepts to be Introduced/Reviewed</p> <ul style="list-style-type: none"> -Passive Voice -Subjunctive -Past participles -The verb 'werden' 	<p>What Can Students Do by the End of the Unit?</p> <ul style="list-style-type: none"> -I can understand the main idea and key information in short straightforward informational texts. -I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and a series of connected sentences.

				<p>-I can write a short opinion statement about an event in history I have researched.</p> <p>-I can create a timeline of historical events</p>
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