

German 2 Scope & Sequence

Proficiency Goal: Novice High

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	Essential Questions:	What Can Students Do by the End of the Unit?
<p>Unit 1: Food and Restaurants</p> <p>AP Context: Families in Different Societies</p>	8-9 weeks	<ul style="list-style-type: none"> • Adverbs • Comparative/Superlative Adjectives • Food • Places to buy food (e.g., bakery, butcher, grocery store, food stand, market, café, restaurant) • Adjectives describing food 	<ul style="list-style-type: none"> • Conjugation: regular and irregular, modal, and separable prefix verbs in the present tense • Syntax: main clauses • Coordinating conjunctions • Accusative case (articles) • Conversational past 	<p>• Was isst/trinkst du (nicht) gern?</p> <p>• Was möchten Sie zum Essen/zum Trinken?</p> <p>• Was hast du gegessen/getrunken?</p> <p>• Wie hat [food] geschmeckt?</p> <p>• Wo kann man [item] kaufen?</p> <p>• Was hast du gekauft?</p>	<ul style="list-style-type: none"> • I can identify different places to buy food and drinks. • I can identify various foods and drinks and tell which I like and dislike. • I can order food from a menu. • I can tell what I ate or drank. • I can tell how something tastes or tasted.
<p>Unit 2: Holidays and Celebrations</p> <p>AP Context: The Influence of Language and Culture on Identity</p>	Suggested Pacing: 8-9 weeks	<p>Vocabulary to Be Introduced/Reviewed</p> <ul style="list-style-type: none"> • Holidays and celebrations in the US and in German-speaking countries • Products and practices associated with different holidays and celebrations 	<p>Grammar Topics and Concepts to be Introduced/Reviewed</p> <ul style="list-style-type: none"> • Accusative case (articles) • Adverbs • Regular, irregular, modal, and separable prefix verbs in the present and conversational past tenses • Syntax main clauses • Coordinating Conjunctions • Dative case • Accusative 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Wann, wo, wie, und warum feiert man [event]? • Wie feierst du [event]? • Wie hast du [event] gefeiert? • Was soll ich zu [event] tragen/bringen? • Wen hast du eingeladen? • Was hast du [person, dative] geschenkt? • Was hast du für [person, accusative] gekauft? • Was hast du von [person, dative] bekommen? 	<p>What Can Students Do by the End of the Unit?</p> <ul style="list-style-type: none"> • I can list different holidays and celebrations in the US and in German-speaking countries and when they occur. • I can identify and describe products and practices associated with different holidays and celebrations.

			pronouns		<ul style="list-style-type: none"> • I can tell how I will celebrate or have celebrated a holiday. • I can plan a celebration, including necessary items, invitations, and activities. • I can say what gifts I am giving or gave to someone and what I received.
Unit 3: Entertainment AP Context: Influences of Beauty and Art	Suggested Pacing: 8-9 weeks	Vocabulary to Be Introduced/Reviewed <ul style="list-style-type: none"> • Forms of entertainment • Genres • Adjectives describing entertainment 	Grammar Topics and Concepts to be Introduced/Reviewed <ul style="list-style-type: none"> • Regular, irregular, modal, and separable prefix verbs in the present and conversational past tenses • Syntax: main clauses • Coordinating conjunctions • Accusative case • Dative case • Adverbs • Comparative/Superlative • kennen and wissen • gefallen • Adjective endings 	Essential Questions: <ul style="list-style-type: none"> • Was machst du zum Spaß? Wann und wie oft? • Welche X gefällt dir besser/am besten? • Wie gefällt dir X? • Was für X magst du? • Was ist dein Lieblings-X? • Kennst du X? • Hast du X gesehen/gehört/usw.? 	What Can Students Do by the End of the Unit? <ul style="list-style-type: none"> • I can say what I like to do for entertainment. • I can identify different genres of film, TV, literature, music, and art. • I can identify popular forms of entertainment in different cultures. • I can describe, compare, and give my opinion on forms of entertainment. • I can ask whether someone is familiar with something (e.g., a

					movie, book, artist, etc.) and tell if I am.
<p>Unit 4: Daily Life</p> <p>AP Context: Families in Different Societies</p>	<p>Suggested Pacing: 8-9 weeks</p>	<p>Vocabulary to Be Introduced/Reviewed</p> <ul style="list-style-type: none"> • Hygiene • Meals • Chores • Free time/relaxation activities 	<p>Grammar Topics and Concepts to be Introduced/Reviewed</p> <ul style="list-style-type: none"> • Regular, irregular, modal, and separable prefix verbs in the present and conversational past tenses • Coordinating • Syntax in main clauses • Accusative case • Dative case • Adverbs • Reflexive verbs • Subordinating conjunctions 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Wie sieht dein normaler Tagesablauf aus? • Was hast du gestern gemacht? • Wann stehst du auf? Wann schläfst du ein? • Was isst du zum Frühstück/Mittagessen/Abendessen? Wann? • Wie hilfst du zu Hause? Was musst du tun? Wie oft? • Wie entspannst du dich? 	<p>What Can Students Do by the End of the Unit?</p> <ul style="list-style-type: none"> • I can describe my daily routine on weekdays and weekends. • I can tell when I usually go to sleep and wake up. • I can tell what I eat for each meal and when. • I can tell what chores I must do and when and how often I do them. • I can tell what I do to relax. • I can say what I did over the past few days.
<p>Unit 5: Cities and Travel</p> <p>AP Context: Environmental, Political, and Societal Challenges</p>	<p>Suggested Pacing: 8-9 weeks</p>	<p>Vocabulary to Be Introduced/Reviewed</p> <p>Places and activities in a city</p> <ul style="list-style-type: none"> • Directions • Travel destinations and attractions • Lodging • Transportation 	<p>Grammar Topics and Concepts to be Introduced/Reviewed</p> <ul style="list-style-type: none"> • Regular, irregular, modal, separable prefix, and reflexive verbs in the present and conversational past tenses • Coordinating and subordinating conjunctions • Syntax in subordinate clauses • Accusative case 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Wohin.../Mit wem.../Wann.../Wie... reist du / bist du gereist? • Was hast du [in location] gemacht? • Wo hast du übernachtet? • Warst du schon mal in [location]? • Was hast du vor? • Wann fährt/fliegt X ab? • Wann kommt X an? 	<p>What Can Students Do by the End of the Unit?</p> <p>I can locate some German-speaking countries and cities on a map.</p> <ul style="list-style-type: none"> • I can identify some landmarks, attractions, transportation, and

			<ul style="list-style-type: none">• Dative case• Adverbs 2-way prepositions <ul style="list-style-type: none">• Infinitive clauses• simple past of sein• Formal imperative verb forms (for giving directions)• es gibt	<ul style="list-style-type: none">• Gibt es eine/n X in der Nähe?• Wo ist die/der/das nächste X?• Wie kommt man nach/zum/in [location]?	lodging in a travel destination. <ul style="list-style-type: none">• I can ask where things are located and understand directions.• I can understand a public transit schedule.• I can talk about what I did or plan to do on a trip and ask others about their plans.• I can ask someone if they've been somewhere and say whether I have or not.
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