

# Scope and Sequence

## InterKulturell® 1

UNITS	ESSENTIAL QUESTIONS	UNIT GOALS	INTERCULTURAL FOCUS
<p><b>Einstieg</b></p> <p><b>Los geht's!</b></p> <p><b>AP® Themes</b> Personal and Public Identities Beauty and Aesthetics</p> <p><b>IB Themes</b> Identities</p>	<p>How are German and English related?</p> <p>How do we communicate in the German classroom?</p> <p>How are calendars in German-speaking countries similar to and different from my calendar?</p>	<p>Connect letters to sounds, identify words that are similar in German and English, read and listen to short texts about someone's family and interests, and follow classroom commands.</p> <p>Exchange personal information such as phone numbers and birthdays.</p> <p>Tell someone which school supplies you have and make a list.</p> <p>Investigate where German is spoken, the connections between the German and English languages, traditions related to starting school, and typical holidays in Germany.</p>	<p><b>The German-Speaking World</b></p> <p><b>Fokus Kultur</b></p> <p><b>Produkte:</b> <i>Verwandte Sprachen: Deutsch und Englisch</i></p> <p><b>Produkte:</b> <i>Die Schultüte</i></p> <p><b>Bräuche:</b> <i>Feiertage in Deutschland</i></p>
<p><b>Kapitel 1</b></p> <p><b>Wer bin ich?</b></p> <p><b>AP® Themes</b> Contemporary Life Personal and Public Identities Family and Communities</p> <p><b>IB Themes</b> Identities Social Organization</p>	<p>How do I get to know others?</p> <p>How do I portray myself to others?</p> <p>How do I describe people, places, and things?</p>	<p>Interpret images, video, audio, and print texts in German to understand simple descriptions and basic conversational exchanges about identity.</p> <p>Interact in German by exchanging formal and informal greetings and asking and answering simple questions to meet and get to know others.</p> <p>Introduce and describe yourself and others and provide personal information about your age, where you are from, and where you live.</p> <p>Investigate, explain, and reflect on what information we share with others as we get to know them.</p>	<p><b>Fulda</b> <i>Malik from Fulda, Hessen, Deutschland</i></p> <p><b>Fokus Kultur</b></p> <p><b>Bräuche:</b> <i>Begrüßungen</i></p> <p><b>Produkte:</b> <i>Deutsche Familiennamen</i></p> <p><b>Produkte:</b> <i>Bundesländer und Wappen</i></p>

**Note:** We present structures in context; therefore the titles used in *Sprache entdecken* sections in the Student Edition do not call out the specific grammar point introduced.

VOCABULARY TOPICS IN CONTEXT	STRUCTURES IN CONTEXT (V= VIDEO)	ADDITIONAL FEATURES
<p><b>The German Alphabet</b> <i>Das deutsche Alphabet</i></p> <p><b>Expressions for the Classroom</b> <i>Ausdrücke fürs Klassenzimmer</i></p> <p><b>In the Classroom</b> <i>Im Klassenzimmer</i></p> <p><b>Numbers</b> <i>Die Zahlen</i></p> <p><b>When Is Your Birthday?</b> <i>Wann hast du Geburtstag?</i></p>		<p><b>Lernstrategien</b> Recognizing Cognates</p> <p><b>Sprachtipps</b> <i>Ein besonderer Buchstabe</i> <i>Die Artikel</i> <i>Der Imperativ</i> <i>Wie spricht man das aus?</i> <i>Haben</i> <i>Das Gendersternchen</i> <i>Die Ordnungszahlen</i></p>
<p><b>Greetings and Introductions</b> <i>Begrüßen und kennenlernen</i></p> <p><b>How Are You?</b> <i>Wie geht's?</i></p> <p><b>About Me</b> <i>Über mich</i></p> <p><b>This Is How I Am</b> <i>So bin ich</i></p> <p><b>This Is How I Look</b> <i>So sehe ich aus</i></p>	<p><b>Introducing Oneself</b> Using the Verb <i>heißen</i> to Introduce Yourself and Others</p> <p><b>Describing Actions and Situations (V)</b> Using the Verbs <i>kommen, wohnen, and lernen</i></p> <p><b>Describing People and Things (V)</b> Using the Verb <i>sein</i></p>	<p><b>Lernstrategien</b> Interpretive Listening</p> <p><b>Sprachtipps</b> <i>Was ist das Dezimalkomma?</i> <i>Wo vs. woher</i> <i>“Sein oder nicht sein, das ist hier die Frage!”</i> <i>Und du?</i> <i>Sehr und nicht</i> <i>Xier</i> <i>Er, sie, es für Sachen</i></p> <p><b>Unsere globale Gemeinschaft</b> Investigate and interact with German speakers in your region.</p>

## Scope and Sequence *InterKulturell*® 1 (continued)

UNITS	ESSENTIAL QUESTIONS	UNIT GOALS	INTERCULTURAL FOCUS
<p><b>Kapitel 2</b></p> <p><b>Das macht Spaß!</b></p> <p><b>AP® Themes</b> Contemporary Life Global Challenges Science and Technology</p> <p><b>IB Themes</b> Experiences Social Organization Sharing the Planet</p>	<p>What role do hobbies and interests play in my life?</p> <p>What role do sports and physical activities play in my community and German-speaking countries?</p> <p>How can young people support the community through their interests?</p>	<p>Interpret images, audio, audiovisual, and print texts to learn about others' hobbies, sports, and volunteer activities.</p> <p>Exchange information and opinions about participating in sports and activities.</p> <p>Present information about upcoming social activities during the year in German-speaking cultures and your community.</p> <p>Investigate, compare, and reflect on community-based clubs and youth volunteer opportunities in German-speaking cultures and in your community.</p>	<p><b>Flörsheim am Main</b> <i>Svea from Flörsheim am Main, Hessen, Deutschland</i></p> <p><b>Fokus Kultur</b> <b>Produkte:</b> <i>Was ist ein Verein?</i></p> <p><b>Bräuche:</b> <i>Wandern - Eine deutsche Tradition</i></p> <p><b>Produkte:</b> <i>Jugendorganisationen - Pfadfinder*innen und Jugendfeuerwehr</i></p>
<p><b>Kapitel 3</b></p> <p><b>Mein Schulalltag</b></p> <p><b>AP® Themes</b> Contemporary Life Personal and Public Identities Families and Communities</p> <p><b>IB Themes</b> Social Organization</p>	<p>How does school life in German-speaking regions compare to school life in my community?</p> <p>How do I help create a positive environment in my classes and school?</p> <p>What makes the school experience meaningful for me?</p>	<p>Interpret images, audiovisual, and print texts and learn about others' school subjects, supplies, schedules, and rules.</p> <p>Exchange information about school life, including supplies and schedules, favorite subjects, school rules, and tips for how to learn best.</p> <p>Present information about your favorite school subjects, rules at your school, and your tips for school success.</p> <p>Investigate, compare, and reflect on school and learning communities, responsibilities and rules regarding school, and how you learn best.</p>	<p><b>Rostock</b> <i>Filip from Rostock, Mecklenburg-Vorpommern, Deutschland</i></p> <p><b>Fokus Kultur</b> <b>Produkte:</b> <i>Der Schultag in deutschsprachigen Ländern</i></p> <p><b>Produkte:</b> <i>Das deutsche Schulsystem</i></p> <p><b>Produkte:</b> <i>AGs bringen Kultur in die Schule</i></p>

VOCABULARY TOPICS IN CONTEXT	STRUCTURES IN CONTEXT (V= VIDEO)	ADDITIONAL FEATURES
<p><b>Activities in the German Club</b> <i>Aktivitäten im Deutschklub</i></p> <p><b>Sports in Garmisch-Partenkirchen</b> <i>Sport in Garmisch-Partenkirchen</i></p> <p><b>We Do Volunteer Work!</b> <i>Wir arbeiten freiwillig!</i></p>	<p><b>Talking to Each Other about Hobbies and Interests</b> Conjugating Verbs in the <i>du-, ihr-,</i> and <i>Sie-</i> Forms</p> <p><b>Describing Sports and Interests (V)</b> Using Vowel-changing Verbs</p> <p><b>Describing Activities at Different Times (V)</b> Inverted Word Order</p>	<p><b>Lernstrategien</b> Decoding Compound Words</p> <p><b>Sprachtipp</b> <i>Gern und gern haben</i> <i>Idiomatische Ausdrücke</i> <i>Die W-Fragen</i> <i>Ein Verb für viele Sportarten</i> <i>Gern und lieber</i> <i>Einmal, zweimal, dreimal</i> <i>Wie oft mache ich das?</i></p> <p><b>Unsere globale Gemeinschaft</b> Organize a hiking event for German speakers in your community.</p>
<p><b>Martin's Schedule</b> <i>Martins Stundenplan</i></p> <p><b>My School Supplies</b> <i>Meine Schulsachen</i></p> <p><b>Tips and Tricks for School</b> <i>Tipps und Tricks für die Schule</i></p> <p><b>What Motivates Me in School?</b> <i>Was motiviert mich in der Schule?</i></p>	<p><b>Describing What I Have and Need (V)</b> Definite and Indefinite Articles in the Accusative Case</p> <p><b>Expressing What We Can, May, Must, or Should Do (V)</b> Using the Modal Verbs <i>können, dürfen, müssen, and sollen</i></p> <p><b>Expressing What I Like and Why</b> Using the Coordinating Conjunction <i>denn</i> and the Modal Verb <i>mögen</i></p>	<p><b>Lernstrategien</b> Speaking Politely with Others</p> <p><b>Sprachtipp</b> <i>Die Uhrzeit</i> <i>MINT</i> <i>Prozente besprechen</i> <i>Viele Stifte</i> <i>Kein/Keine/Keinen</i> <i>Man vs. du</i> <i>Die Präpositionen mit und zu</i> <i>Lust haben</i> <i>Ich mag am liebsten ...</i></p> <p><b>Unsere globale Gemeinschaft</b> Work with classmates to plan a skit night about tips for success in schools for students from other classes and schools.</p>

## Scope and Sequence *InterKulturell*® 1 (continued)

UNITS	ESSENTIAL QUESTIONS	UNIT GOALS	INTERCULTURAL FOCUS
<b>Kapitel 4</b> <b>Bunte Familien</b> <b>AP® Themes</b> Personal and Public Identities Family and Communities Beauty and Aesthetics <b>IB Themes</b> Identities Social Organization Human Ingenuity	How do I define family? What does my private space say about me and my life? What is my role in the family?	Interpret audiovisual and print texts to learn about family structures, members of the family and their free-time activities, the personal space of teenagers, and household responsibilities. Exchange information about home life, family members, and your personal space. Present information about your personal space, family members, and how you and others can earn an allowance. Investigate, compare, and reflect on families, household responsibilities and allowances, as well as personal spaces.	<b>Vaduz</b> <i>Korbinian from Vaduz, Oberland, Liechtenstein</i> <b>Fokus Kultur</b> <b>Bräuche:</b> <i>Familien fördern</i> <b>Produkte:</b> <i>Betten von gestern bis heute</i> <b>Bräuche:</b> <i>Hausarbeiten, Taschengeld und Kinder</i>
<b>Kapitel 5</b> <b>Mahlzeit!</b> <b>AP® Themes</b> Contemporary Life Beauty and Aesthetics Global Challenges Science and Technology <b>IB Themes</b> Identities Experiences	What does food reveal about culture? How does lifestyle affect food choices? How do my food choices affect my health?	Interpret audiovisual and print texts about common traditional and regional foods in German-speaking cultures, popular fast foods, and healthy food choices. Exchange information about favorite foods, nutritional values of foods, and what one can eat and do to lead a healthier lifestyle. Present information about different dishes and how they taste, favorite foods, and what one must do to be healthy. Investigate, compare, and reflect on foods both regional and international, fast foods, and healthy food choices and activities.	<b>Graz</b> <i>Michelle from Graz, Steiermark, Österreich</i> <b>Fokus Kultur</b> <b>Produkte:</b> <i>Verschiedene Wörter für das gleiche Essen</i> <b>Produkte:</b> <i>Die ausländische Küche</i> <b>Bräuche:</b> <i>Gesund sein mit gutem Essen!</i>

VOCABULARY TOPICS IN CONTEXT	STRUCTURES IN CONTEXT (V= VIDEO)	ADDITIONAL FEATURES
<b>Amalie's Colorful Family</b> <i>Amalies bunte Familie</i> <b>Amalie's Relatives</b> <i>Amalies Verwandte</i> <b>Describing My Room</b> <i>Mein Zimmer beschreiben</i> <b>Helping at Home</b> <i>Zu Hause helfen</i> <b>Earning Money</b> <i>Geld verdienen</i>	<b>Showing Possession or Relation</b> Using Possessive Adjectives (V) <b>Referring to Items I Have</b> Using Personal Pronouns in the Accusative (V) <b>Talking about Household Chores</b> Using Separable Prefix Verbs	<b>Lernstrategien</b> Tips for Better Writing Vocabulary in Context <b>Sprachtip</b> <i>Über die Familien von anderen Menschen sprechen</i> <i>Es gibt ...</i> <i>Nach Hause und zu Hause</i> <i>Was mache ich für wen?</i> <b>Unsere globale Gemeinschaft</b> Work with classmates to plan and carry out a community project to raise funds for a cause.
<b>Regional Specialities</b> <i>Regionale Spezialitäten</i> <b>Describing Food</b> <i>Essen beschreiben</i> <b>Fast and Good</b> <i>Schnell und gut</i> <b>We Are Being Served</b> <i>Wir kommen auf den Tisch</i>	<b>Explaining an Idea Using Connectors</b> The Coordinating Conjunctions <i>aber, denn, oder, sondern, and und</i> <b>Providing Details with Prepositions</b> Using the Accusative Prepositions <i>durch, für, gegen, ohne, and um</i> (V) <b>Giving Guidance and Instructions</b> Using the <i>Imperativ</i> or Command Form (V)	<b>Lernstrategien</b> Reading Strategies <b>Sprachtip</b> <i>Wurst</i> <i>Wir essen das Essen</i> <i>Gut, besser, am besten!</i> <b>Nicht vergessen!</b> <i>Das Dezimalkomma</i> <b>Unsere globale Gemeinschaft</b> Research typical foods served at school festivals in German-speaking regions and carry out an event with regional foods from German-speaking countries.

## Scope and Sequence *InterKulturell® 1* (continued)

UNITS	ESSENTIAL QUESTIONS	UNIT GOALS	INTERCULTURAL FOCUS
<p><b>Kapitel 6</b></p> <p><b>Kleider machen Leute</b></p> <p><b>AP® Themes</b> Global Challenges Personal and Public Identities Beauty and Aesthetics</p> <p><b>IB Themes</b> Identities Sharing the Planet</p>	<p>What does my clothing say about my personality?</p> <p>What influences my clothing choices?</p> <p>How can I dress stylishly and sustainably?</p>	<p>Interpret audiovisual and print texts about clothing item, the seasons in which they are worn, and sustainable clothing.</p> <p>Exchange information about favorite clothing items, what one wears at different times of year, and how to shop for clothes sustainably.</p> <p>Present tips about clothing choices and creating a personal style.</p> <p>Investigate, compare, and reflect on clothing options and where to purchase clothes.</p>	<p><b>München</b> <i>Emilia from München, Bayern, Deutschland</i></p> <p><b>Fokus Kultur:</b> <b>Produkte:</b> <i>Die Fußgängerzone und Einkaufen</i></p> <p><b>Bräuche:</b> <i>Das Wetter in den deutschsprachigen Ländern</i></p> <p><b>Produkte:</b> <i>Die größten Modefirmen Deutschlands</i></p>

VOCABULARY TOPICS IN CONTEXT	STRUCTURES IN CONTEXT (V= VIDEO)	ADDITIONAL FEATURES
<p><b>Youth Fashion on Moodboards</b> <i>Jugendmode auf Moodboards</i></p> <p><b>What Should I Wear?</b> <i>Was soll ich anziehen?</i></p> <p><b>How Important Is Fashion?</b> <i>Wie wichtig ist Mode?</i></p>	<p><b>Referring to the People to Whom We Give Things, Part 1</b> Singular Possessive Adjectives in the Dative Case</p> <p><b>Referring to the People to Whom We Give Things, Part 2 (V)</b> Pronouns in the Dative Case</p> <p><b>Describing How Clothes Look and Fit (V)</b> The Verbs <i>danken, gefallen, passen,</i> and <i>stehen</i> with the Dative Case</p>	<p><b>Sprachtip</b> <i>Das Wort ihr</i> <i>Danken</i> <i>Kennen vs. wissen</i> <i>Das Modalverb wollen</i></p> <p><b>Unsere globale Gemeinschaft</b> Research clothing collection drives in German-speaking regions and use the information to plan and carry out your own event. Take notes for future clothing drives.</p>