

Scope and Sequence

InterKulturell® 2

UNITS	ESSENTIAL QUESTIONS	UNIT GOALS	INTERCULTURAL FOCUS
<p>Kapitel 1</p> <p>Reisen nah und fern</p> <p>AP® Themes Global Challenges Science and Technology Contemporary Life Personal and Public Identities Family and Communities Beauty and Aesthetics</p> <p>IB Themes Identities Experiences Human Ingenuity Sharing the Planet</p>	<p>Why do we travel to different places?</p> <p>How do we get around when we travel?</p> <p>What do I do when I travel and how do I reflect on my experiences?</p>	<p>Interpret images, video, audio, and print texts to understand descriptions of past travel.</p> <p>Exchange information and opinions with others about travel options, past trips, and positive and negative travel experiences.</p> <p>Express where you would like to go and what you would like to do on a trip, write an itinerary, and describe positive and negative travel experiences.</p> <p>Investigate how and why people travel in your community and in German-speaking regions.</p>	<p>Heustreu <i>Chiara from Heustreu, Bayern, Deutschland</i></p> <p>Bräuche: <i>Die Deutschen im Urlaub</i></p> <p>Produkte: <i>Steig ein - der Zug fährt ab!</i></p> <p>Bräuche: <i>Weltmeister im Reisen</i></p>
<p>Kapitel 2</p> <p>Alles um die Wellness</p> <p>AP® Themes Global Challenges Science and Technology Contemporary Life Personal and Public Identities Family and Communities Beauty and Aesthetics</p> <p>IB Themes Identities Experiences Human Ingenuity Sharing the Planet</p>	<p>How does school stress impact my life?</p> <p>How does wellness contribute to my overall health?</p> <p>What factors play a role in my wellness?</p>	<p>Interpret images, audio, audiovisual, and print texts to understand and learn about wellness habits in German-speaking regions.</p> <p>Interact by exchanging information, surveying others, and providing advice about stress and wellness.</p> <p>Present information and data about wellness habits.</p> <p>Investigate, compare, and reflect on perspectives about stress, wellness, and sleep habits in German-speaking cultures and in your community.</p>	<p>Bad Ischl <i>Thom from Bad Ischl, Oberösterreich, Österreich</i></p> <p>Fokus Kultur</p> <p>Bräuche: <i>Schulstress</i></p> <p>Bräuche: <i>Wellness im deutschsprachigen Raum</i></p> <p>Produkte: <i>Schlafkulturen weltweit</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 (▶ = VIDEO)	ADDITIONAL FEATURES
<p>Youth Club on the Go! <i>Jugendclub unterwegs!</i></p> <p>Travel Plans <i>Reiseplanung</i></p> <p>Public Transportation <i>Öffentliche Verkehrsmittel</i></p> <p>A Class Trip <i>Eine Klassenfahrt</i></p> <p>A Terrible Trip <i>Eine furchtbare Reise</i></p>	<p>Expressing Preferences Using the Verb <i>würden</i></p> <p>Talking about a Past Trip ▶ Using <i>Perfekt</i> to Talk about the Past</p> <p>Describing the Past ▶ Using the Verbs <i>sein</i> und <i>haben</i> in the <i>Präteritum</i></p>	<p>Rückblick (Review) <i>Spiele und Aktivitäten</i> <i>Orte</i> <i>Zeiten und Wetter</i></p> <p>Lernstrategien Interculturality: Travel Etiquette</p> <p>Sprachtipps <i>Urlaub oder Ferien?</i> <i>Der See oder die See?</i> <i>Nach oder zu?</i> <i>Hatte und war</i> <i>Eine besondere Vergangenheitsform</i></p> <p>Nicht vergessen! <i>Das Verb sein</i> <i>Was sind zusammengesetzte Wörter?</i></p> <p>Unsere globale Gemeinschaft Plan and present a virtual tour of a German-speaking city and a walking tour of your community for German-speaking visitors.</p>
<p>Stress in School <i>Stress in der Schule</i></p> <p>Reasons for Stress in the Morning <i>Gründe für Stress am Morgen</i></p> <p>Less Stress through a Wellness Weekend <i>Weniger Stress durch ein Wellness-Wochenende</i></p> <p>Why is Sleep Important? <i>Warum ist Schlaf wichtig?</i></p>	<p>Talking about Myself ▶ Reflexive Verbs in the Singular</p> <p>Talking about Ourselves Reflexive Verbs in the Plural</p> <p>Giving Reasons ▶ The Subordinating Conjunctions <i>dass</i>, <i>obwohl</i>, and <i>weil</i></p>	<p>Rückblick (Review) <i>Gesunde Ernährung</i> <i>Freizeit und Sport</i> <i>Schule</i> <i>Das Verb essen</i></p> <p>Lernstrategien <i>Recognizing Word Families</i></p> <p>Sprachtipps <i>Verbkicker</i></p> <p>Nicht vergessen! <i>Die Konjunktion denn</i> <i>Möchten</i> <i>Wörter (um)stellen</i></p> <p>Unsere globale Gemeinschaft Research, plan, and host a wellness-fair for your German-speaking community.</p>

Scope and Sequence *InterKulturell*® 2 (continued)

UNITS	ESSENTIAL QUESTIONS	UNIT GOALS	INTERCULTURAL FOCUS
Kapitel 3 Tierwelten AP® Themes Global Challenges Science and Technology Contemporary Life Personal and Public Identities Family and Communities Beauty and Aesthetics IB Themes Experiences Social Organization Sharing the Planet	How do relationships with pets enrich our lives? How do we interact with animals in public spaces? What can we do to help and protect animals?	Interpret images, audio, audiovisual, and print texts about animals, zoos, and circuses in German-speaking regions. Interact by exchanging information and opinions about the importance and treatment of animals. Present information and data about animals and their characteristics, as well as personal opinions about the keeping of exotic and domestic animals in homes, zoos, and circuses. Investigate, compare, and reflect on perspectives about the treatment of animals in captivity and in the lives of people in German-speaking cultures.	Köln Lukas from Köln, Nordrhein-Westfalen, Deutschland Fokus Kultur Bräuche: Was für komische Laute! Produkte: Zoos im deutschsprachigen Raum Produkte: Der Zirkus
Kapitel 4 Wohnwelten AP® Themes Global Challenges Science and Technology Contemporary Life Personal and Public Identities Family and Communities Beauty and Aesthetics IB Themes Identities Human Ingenuity Social Organization Sharing the Planet	What makes a house a home? How can I do more with less in my living arrangements? How do I start life in a new community?	Interpret images, audiovisual, and print texts about housing, furniture, and tips for settling in a new city. Interact by exchanging information about the importance of living quarters, how they are made into a home, and adjusting to a new city. Present information and data about housing choices as well as personal opinions about smaller sustainable living spaces and adapting to a new community. Investigate, compare, and reflect on perspectives concerning housing in German-speaking countries and your own culture.	Berlin Zarah from Berlin, Deutschland Fokus Kultur Produkte: Funktionell wohnen Bräuche: Das Stadtleben Bräuche: Neu in Deutschland

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I'm Adopting a Pet Ich adoptiere ein Haustier A Visit to the Cologne Zoo Ein Besuch im Kölner Zoo The Tiger: A Profile Der Tiger: Ein Steckbrief The Circus: Pro and Con Der Zirkus: Pro und Kontra	Making Comparison ▶ Comparative and Superlative Forms of Adjectives Showing Possession or Belonging ▶ Definite Articles in the Genitive Case Showing Possession Possessive Adjectives in the Genitive Case	Rückblick (Review) Farben Adjektive Verben Possessivadjektive Lernstrategien How Does It Sound: Positive or Negative? Sprachtip Essen oder fressen? Verkleinerungsform Die meiste Arbeit Andere Vergleiche Unsere globale Gemeinschaft Plan a visit to a local zoo and create an audio tour for German speakers.
A New Apartment Eine neue Wohnung Less is More Weniger ist mehr New in Town Neu in der Stadt	Describing Where Things Are Located ▶ Two-Way Prepositions and the Dative Case Describing Where to Place Things ▶ Two-Way Prepositions and the Accusative Case Expressing Oneself Using Verbs with Prepositions Verbs with Fixed Prepositions	Rückblick (Review) Adjektive Mein Zimmer Hausarbeiten Lernstrategien Reading Strategies Sprachtip Wie viele Zimmer hat die Wohnung? Beschreiben, wo etwas ist Präpositionen mit Artikeln kombinieren Akkusativ oder Dativ mit Präpositionen? Unsere globale Gemeinschaft Create a website that helps newcomers to your region become settled.

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UNITS	ESSENTIAL QUESTIONS	UNIT GOALS	INTERCULTURAL FOCUS
<p>Kapitel 5</p> <p>Zwischen Kindheit und Erwachsensein</p> <p>AP® Themes Global Challenges Science and Technology Contemporary Life Personal and Public Identities Family and Communities Beauty and Aesthetics</p> <p>IB Themes Identities Experiences Human Ingenuity Social Organization</p>	<p>What events, experiences, and people shaped my life as a child?</p> <p>What people, events, and situations helped me become an independent person?</p> <p>What will be important to me in the future?</p>	<p>Interpret images, audio, audiovisuals, and print texts about growing up, preferences, activities, values, and plans for the future.</p> <p>Interact by exchanging information and opinions about favorite toys, activities, experiences, and traits and how they influence choices in life.</p> <p>Present information and data about favorite objects, activities, and values; describe traits important for a career; explain career choices and plans.</p> <p>Investigate, compare, and reflect on perspectives concerning what is important to youth and the decisions they make in adulthood.</p>	<p>St. Gallen <i>Luzia from St. Gallen, Schweiz</i></p> <p>Fokus Kultur Produkte: <i>Kinderspiele und Spielzeug</i></p> <p>Bräuche: <i>Unabhängigkeit</i></p> <p>Produkte: <i>Wege in den Beruf in der Schweiz</i></p>
<p>Kapitel 6</p> <p>Authentizität in der Medienkultur</p> <p>AP® Themes Global Challenges Science and Technology Contemporary Life Personal and Public Identities Family and Communities Beauty and Aesthetics</p> <p>IB Themes Identities Experiences Human Ingenuity Sharing the Planet</p>	<p>How do I communicate with others?</p> <p>What are positive and negative aspects of social media?</p> <p>How do I determine whether information presented in the media is accurate?</p>	<p>Interpret infographics, video blogs, articles, videos, and interviews about social media use, influencers, and reliability for media sources.</p> <p>Exchange information and opinions about communication platforms, pros and cons of being an influencer, and how to determine the reliability of media sources.</p> <p>Present and justify opinions about media platforms, describe pros and cons of being an influencer, and describe tips for finding reliable sources of information.</p> <p>Investigate ways to detect fake news and interact with young people to make them more aware about media literacy.</p>	<p>Hamburg <i>Julian from Hamburg, Deutschland</i></p> <p>Fokus Kultur: Produkte: <i>Wie beeinflussen soziale Medien die deutsche Sprache?</i></p> <p>Bräuche: <i>Wie schütze ich meine Privatsphäre in den sozialen Medien?</i></p> <p>Produkte: <i>Welchen Medien vertrauen die Deutschen am meisten?</i></p>

VOCABULARY TOPICS IN CONTEXT	STRUCTURES IN CONTEXT (▶ = VIDEO)	ADDITIONAL FEATURES
<p>Aunt Helene's Photo Album <i>Tante Helenes Fotoalbum</i></p> <p>A Slideshow about the Past <i>Eine Slideshow über die Vergangenheit</i></p> <p>Me in the Future <i>Ich in der Zukunft</i></p>	<p>Talking about What One Wanted to, Could, and Was Allowed to Do The Simple Past of Modal Verbs</p> <p>Talking about and Comparing Events ▶ Using Subordinating Conjunctions <i>als, während, wann, and wenn</i></p> <p>Talking About the Future ▶ Discussing the Future Using the Verb <i>werden</i></p>	<p>Rückblick (Review) <i>Eigenschaften</i> <i>Zu Hause</i> <i>In der Schule</i> <i>Aktivitäten</i> <i>Wichtige Verbindungswörter</i></p> <p>Lernstrategien <i>Making Nouns with Suffixes</i></p> <p>Sprachtip <i>Peinlich und andere Adjektive mit dem Dativ</i></p> <p>Unsere globale Gemeinschaft Carry out an interview with German-speaking immigrants in your area for a digital history project.</p>
<p>Means of Communication <i>Kommunikationsmittel</i></p> <p>How Does One Become an Influencer? <i>Wie wird man Influencer*in?</i></p> <p>Trustworthiness of Media <i>Glaubwürdigkeit von Medien</i></p>	<p>Describing Why Something Is Done ▶ Using <i>um ... zu</i> to Express the Purpose of Something</p> <p>Referring to the People and Things Already Mentioned, Part 1 Using Relative Pronouns in the Nominative Case</p> <p>Referring to People and Things Already Mentioned, Part 2 ▶ Using Relative Pronouns in the Accusative Case</p>	<p>Rückblick (Review) <i>Online-Aktivitäten</i> <i>Wie ich mich fühle</i> <i>Zeitangaben</i></p> <p>Lernstrategien <i>Reading an Infographic</i></p> <p>Sprachtip: <i>Wo-Fragen</i> <i>Der Unterschied zwischen ähnlichen Wörtern</i></p> <p>Unsere globale Gemeinschaft Plan activities with fellow students for a Safer Internet Day initiative.</p>