

### Honors German 1/ German 1 Curriculum

Timeline	Unit 1	Standards	Objectives	Content	Additional Resources	Performance Tasks	Assessments
1 week	<b>Die Erdkunde</b>  (Geography)	ACTFL 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.2	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify Germany, its location in Europe, its capital city, major rivers and mountains, and forests</li> <li>Identify and label the countries surrounding Germany and their capital cities</li> <li>Identify select country codes</li> <li>Identify the German-speaking countries and their capital cities</li> <li>Identify and label the states in Germany and their capital cities</li> <li>Identify and use the 4 cardinal directions</li> <li>Cite relevant points from the history of Germany</li> <li>Identify and memorize colors auf Deutsch</li> </ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Country names auf Deutsch</li> <li>Country codes</li> <li>Country capital names auf Deutsch</li> <li>State names auf Deutsch</li> <li>State capital names auf Deutsch</li> <li>Select topographical terms auf Deutsch</li> <li>Colors</li> <li>Cardinal directions</li> </ul> <b>Culture:</b> <ul style="list-style-type: none"> <li>Geography of Germany</li> <li>Historical facts about Germany</li> </ul>	<ul style="list-style-type: none"> <li>Handouts</li> <li>Worksheets</li> <li>Power points</li> <li>Ancillary materials</li> <li>Selected readings</li> <li>Internet</li> </ul>	<ul style="list-style-type: none"> <li>Students will work independently to use a map to locate countries, states, capitals, seas, rivers, mountains, and forests.</li> </ul>	<b>One or more of the following:</b> <ul style="list-style-type: none"> <li>Verbal dialogues</li> <li>Teacher observation</li> <li>Writing samples</li> <li>Translations</li> <li>Formative assessments</li> <li>Quizzes</li> <li>Unit tests</li> <li>Presentations</li> <li>Projects</li> </ul>
<b>Timeline</b>	<b>Unit 2</b>	<b>Standards</b>	<b>Objectives</b>	<b>Content</b>	<b>Additional Resources</b>	<b>Performance Tasks</b>	<b>Assessments</b>
2 Weeks	<b>Der</b>	ACTFL	<b>Students will be able</b>	<b>Vocabulary:</b>	<ul style="list-style-type: none"> <li>Handouts</li> </ul>	<ul style="list-style-type: none"> <li>Students will write a</li> </ul>	<b>One or more of the</b>

	<p><b><u>Vor-schau</u></b> (Preview)</p>	<p>1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 5.2</p>	<p><b>to:</b></p> <ul style="list-style-type: none"> <li>Identify, recall, and use the 8 parts of speech</li> <li>Identify patterns in basic conversational phrases, questions, and answers</li> <li>Compare and contrast the German alphabet to the English alphabet</li> <li>Compare and contrast the sounds of German to the sounds of English</li> <li>Recognize cognates</li> <li>Identify, repeat, and use numbers from 0-20</li> <li>Construct questions and answers for telling age</li> <li>Construct questions and answers for describing place of origin</li> <li>Recognize and respond to basic commands and requests</li> <li>Classify nouns according to gender</li> <li>List and recall the days of the week, the months of the</li> </ul>	<ul style="list-style-type: none"> <li>Parts of speech</li> <li>Greetings and farewells</li> <li>Introductory phrases</li> <li>Commands and requests</li> <li>List of cognates</li> <li>Numbers 0-20</li> <li>Days, months, seasons</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>How to use parts of speech</li> <li>The alphabet and pronunciation</li> <li>Introductory phrases and correlating answers</li> <li>Counting 0-20</li> <li>Gender of nouns</li> <li>Response to commands</li> </ul> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>Formal vs familiar forms of address</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Power points</li> <li>Ancillary materials</li> <li>Internet</li> </ul>	<p>2-3 paragraph essay in English about themselves. This can include facts about themselves, their backgrounds, their families, their likes, dislikes, interests, and activities. They must also include their reason for choosing German and why they expect to get out of German. This writing sample will remain on file and be used as a comparison for their writing styles auf Deutsch.</p>	<p><b>following:</b></p> <ul style="list-style-type: none"> <li>Verbal dialogues</li> <li>Teacher observation</li> <li>Writing samples</li> <li>Translations</li> <li>Formative assessments</li> <li>Quizzes</li> <li>Unit tests</li> <li>Presentations</li> <li>Projects</li> </ul>
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			<ul style="list-style-type: none"> <li>year, and the 4 seasons auf Deutsch</li> </ul>				
<b>Timeline</b>	<b>Unit 3</b>	<b>Standards</b>	<b>Objectives</b>	<b>Content</b>	<b>Additional Resources</b>	<b>Performance Tasks</b>	<b>Assessments</b>
2 weeks	<u>Wer bin ich und wer bist du?</u>  (Who am I and who are you?)	ACTFL 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 5.2	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Introduce themselves and others</li> <li>Identify and use subject pronouns</li> <li>Correlate subject pronouns to the correct conjugated forms of verbs</li> <li>Conjugate and use the verb „sein”</li> <li>Conjugate and use the verb „heißen”</li> <li>Construct questions and answers to describe place of origin</li> <li>Conjugate and use the verb „kommen”</li> <li>Conjugate and use the verb „fahren”</li> <li>Identify and recall methods of transportation</li> <li>Construct questions and answers to describe methods of transportation to and from school</li> </ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Sein, heißen, kommen, fahren</li> <li>Subject pronouns</li> <li>Question words</li> <li>Transportation vocabulary</li> <li>Numbers to 99</li> <li>Vocabulary for telling time</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>Conjugation of sein, heißen, kommen, and fahren</li> <li>Use of subject pronouns</li> <li>Word order in sentence and question construction</li> <li>Formation of 2 digit numbers</li> <li>Telling age</li> <li>Telling time</li> </ul> <b>Culture:</b> <ul style="list-style-type: none"> <li>Public transportation in Germany</li> <li>24 hour clock</li> <li>Formal vs familiar forms of address</li> <li>The Gastarbeiter</li> </ul>	<ul style="list-style-type: none"> <li>Handouts</li> <li>Worksheets</li> <li>Ancillary materials</li> <li>Selected reading passages</li> <li>Internet</li> </ul>	<ul style="list-style-type: none"> <li>Students will work in pairs to create a dialogue featuring their introductory phrases, questions, and answers. Each student must write and use 4 questions or answers from their vocabulary terms. They students must perform this conversation for their classmates. They will be graded on spelling, grammar, and pronunciation. EXTRA CREDIT OPTION: Students may memorize the dialogue for additional points.</li> <li>Students will use their new vocabulary and grammar skills to write and introductory paragraph about <u>themselves</u>. Autobiographical information such as name, age, place of origin, and how they travel to and from school, and when they arrive at and leave school must be included.</li> <li>Students will then create a verbal presentation about</li> </ul>	<b>One or more of the following:</b> <ul style="list-style-type: none"> <li>Verbal dialogues</li> <li>Teacher observation</li> <li>Writing samples</li> <li>Translations</li> <li>Formative assessments</li> <li>Quizzes</li> <li>Unit tests</li> <li>Presentations</li> <li>Projects</li> </ul>

			<ul style="list-style-type: none"> <li>• Use the question words „wer, wo, wie, wann, und woher”</li> <li>• Construct 2 digit numbers to 99</li> <li>• Use numbers to tell age</li> <li>• Apply the concept of 2 digit number formation to tell time</li> </ul>			<p><u>themselves</u> using the information from the previous performance task.</p> <p>This presentation will be 1 minute in length and may be read from the original report. It will be graded for grammar and pronunciation.</p>	
<b>Timeline</b>	<b>Unit 4</b>	<b>Standards</b>	<b>Objectives</b>	<b>Content</b>	<b>Additional Resources</b>	<b>Performance Tasks</b>	<b>Assessments</b>
3 weeks	<b>Die Schule</b> (School)	ACTFL 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 5.2	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Identify and memorize the names of common school items</li> <li>• Identify and memorize the names of common parts of the classroom</li> <li>• Identify and memorize the names of common school subjects</li> <li>• Use the prefix „Lieblings-“ to describe favorite subjects</li> <li>• Use of „gern” to describe things they like</li> <li>• Identify and memorize the names of people and friends in the classroom</li> <li>• Differentiate between the</li> </ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• School items</li> <li>• Common parts of the classroom</li> <li>• People in the classroom</li> <li>• School subjects</li> <li>• Select adjectives</li> <li>• Ein words</li> <li>• Possessive adjectives</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• Conjugation of „sein”</li> <li>• Conjugation of „haben”</li> <li>• Familiar vs formal direct address</li> <li>• Nominative case</li> <li>• Replacing der words with ein words</li> <li>• Endings for ein words</li> <li>• Use of predicate adjectives vs descriptive adjectives</li> <li>• Adding gender/case endings to descriptive adjectives</li> <li>• Use of possessive</li> </ul>	<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Worksheets</li> <li>• Ancillary materials</li> <li>• Reading passages</li> <li>• Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Students will work individually to create a poster of a classroom. Each poster or diorama must be in color and contain 25 different items from the target vocabulary for the unit. Each item must be labeled with its respective article. The student must also write 10 sentences using the verb „sein” and a minimum of 5 possessive adjectives and nominative case endings, 5 predicate adjectives, and 5 descriptive adjectives and endings following der words.</li> </ul>	<b>One or more of the following:</b> <ul style="list-style-type: none"> <li>• Verbal dialogues</li> <li>• Teacher observation</li> <li>• Writing samples</li> <li>• Translations</li> <li>• Formative assessments</li> <li>• Quizzes</li> <li>• Unit tests</li> <li>• Presentations</li> <li>• Projects</li> </ul>

			<p>masculine vs feminine versions of people in the classroom by gender, spelling and pronunciation</p> <ul style="list-style-type: none"> <li>• Conjugate and use the forms of sein in combination with target vocabulary</li> <li>• Conjugate and use the forms of haben in combination with target vocabulary</li> <li>• Describe the classroom and classroom objects using select adjectives</li> <li>• Differentiate between predicate adjectives vs descriptive adjectives</li> <li>• Recognize gender in the nominative case</li> <li>• Add nominative case adjective endings following der words</li> <li>• Substitute ein words for der words</li> <li>• List and recall the possessive adjectives and kein</li> </ul>	<p>adjectives</p> <ul style="list-style-type: none"> <li>• Gender/case endings for possessive adjectives</li> <li>• Kein vs nicht</li> <li>• Use of „Lieblings-“</li> <li>• Use of „gern“</li> <li>• Word order in sentences and questions</li> </ul> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>• The German school system</li> <li>• The differences between German vs American school systems</li> <li>• Die Schultüte</li> </ul>			
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			<ul style="list-style-type: none"> <li>Identify patterns between the ein words and the possessive adjectives and kein</li> </ul>				
Timeline	Unit 5	Standards	Objectives	Content	Additional Resources	Performance Tasks	Assessments
3.5 weeks	<b><u>Die Familie</u></b>  (The family)	ACTFL 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 5.2	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify and memorize family and friends vocabulary</li> <li>Identify and memorize the rooms of a house</li> <li>Identify and memorize the names of furniture</li> <li>Identify and memorize the names of select animals</li> <li>Identify and memorize select adjectives</li> <li>Identify patterns when using ein words in the nominative case</li> <li>Identify patterns when using possessive adjectives in the nominative case</li> <li>Use context clues to add endings to descriptive adjectives in the nominative case</li> <li>Recall the conjugation of haben</li> <li>Construct</li> </ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Family vocabulary</li> <li>House vocabulary</li> <li>Furniture vocabulary</li> <li>Animal vocabulary</li> <li>Select adjectives</li> <li>Accusative pronouns Haben, wohnen, and aussehen</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>Conjugation of „haben”</li> <li>Conjugation of „wohnen” and „aussehen”</li> <li>Formation of the accusative case</li> <li>Adjective endings and der words in the accusative case</li> <li>Review of the ein words and the possessive adjectives</li> </ul> <b>Culture:</b> <ul style="list-style-type: none"> <li>Family life in Germany</li> <li>German homes and apartments</li> <li>Zoos in Germany</li> </ul>	<ul style="list-style-type: none"> <li>Handouts</li> <li>Worksheets</li> <li>Ancillary materials</li> <li>Reading selections “The Three Little Pigs”</li> <li>Internet</li> </ul>	<ul style="list-style-type: none"> <li>Students will work individually to create a diarama of a room in a house. Each diarama must be in color and contain 25 different items from the target vocabulary for the unit. Each item must be labeled with its respective article. The student must also write 10 sentences using the verb „sein” or „haben” and a minimum of 5 possessive adjectives with nominative case or accusative case endings, 5 predicate adjectives, and 5 descriptive adjectives and endings following der words. OR</li> <li>Students will create a scrapbook entitled „Meine Familie”. They will choose 7 individuals (<u>including themselves</u>) and write a paragraph (5-8 sentences) about each individual. The information should include the person’s</li> </ul>	<b>One or more of the following:</b> <ul style="list-style-type: none"> <li>Verbal dialogues</li> <li>Teacher observation</li> <li>Writing samples</li> <li>Translations</li> <li>Formative assessments</li> <li>Quizzes</li> <li>Unit tests</li> <li>Presentations</li> <li>Projects</li> </ul>

			<p>sentences using haben in the Present Tense</p> <ul style="list-style-type: none"> <li>• Use nouns in the accusative case</li> <li>• Use pronouns in the accusative case</li> <li>• Change der words and ein words for the accusative case</li> <li>• Develop a logical argument for using nominative vs accusative case</li> <li>• Apply accusative case endings to adjectives following der words</li> <li>• Conjugate and use the verb „wohnen”</li> <li>• Conjugate and use the verb „aussehen”</li> <li>• Construct sentences and paragraphs using target vocabulary and grammar</li> <li>• Describe family members, friends, animals, houses, and furniture</li> <li>• Assess word order in sentence construction</li> </ul>			<p>name, his age, the relationship to the author, and a physical description of the person and his house, and where he lives. The projects will be graded on spelling, grammar, and correct use of vocabulary terms.</p> <ul style="list-style-type: none"> <li>• Students will write a story about an animal of their choosing. They MUST draw and color the animal and the picture background. They will identify the animal, give its age, where it lives, where it comes from, and describe the animal with 3-4 adjectives and endings. The story will be graded on spelling, grammar, and correct use of vocabulary terms.</li> <li>• Students will use the information from the preceding performance task to create a verbal presentation for the class. The presentation must be 1 minute in length and memorized. Students will be graded on</li> </ul>	
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Timeline	Unit 6	Standards	Objectives	Content	Additional resources	Performance Tasks	Assessments
2.5 weeks	<b>Spiel und Spaß</b> (Fun and Games )	ACTFL 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 5.2	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Recognize and identify leisure time activities</li> <li>Recognize and identify select musical instruments</li> <li>Form patterns in order to tell time</li> <li>Answer the question “when”?</li> <li>Recognize and use select adverbs of time</li> <li>Convert verbs into nouns (gerunds)</li> <li>Conjugate and use regular verbs in the Present Tense</li> <li>Use the idiomatic meaning of „finden”</li> <li>Discuss likes and dislikes using gern, nicht gern, and select phrases</li> <li>Express opinions</li> <li>Write sentences and questions using correct word order</li> <li>Use the accusative case with target vocabulary</li> <li>Apply the correct gender/case endings to adjectives when used with the der words</li> </ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Select sports vocabulary</li> <li>Leisure activities</li> <li>Musical instruments</li> <li>Select adverbs of time</li> <li>Finden</li> <li>List of regular verbs</li> <li>Gern, nicht gern, and exclamatory phrases</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>Conjugation of regular verbs in the Present Tense</li> <li>Use of gern and nicht gern</li> <li>Word order in questions</li> <li>Word order when using adverbs of time</li> <li>Converting verbs to nouns (gerunds)</li> </ul> <b>Culture:</b> <ul style="list-style-type: none"> <li>German soccer</li> <li>German leisure time activities</li> </ul>	<ul style="list-style-type: none"> <li>Handouts</li> <li>Worksheets</li> <li>Ancillary materials</li> <li>Music selections</li> <li>Reading booklets “The Bremen Town Musicians”</li> <li>Internet</li> </ul>	<ul style="list-style-type: none"> <li>Students will work individually to create a poster of leisure activities. Each poster must be in color and contain 20 different items from the target vocabulary for the unit. Each item must be labeled with its respective article. The student must also write 10 sentences using the 6 different subject pronouns and the correct conjugated forms of the verbs that were featured on the poster.</li> <li>Students will work in pairs to create an original dialogue about what they like to do in their free time. Each student must compose say 5-6 complete sentences. The students may use a combination of questions and answers. The presentation must be memorized. <b>OPTIONS:</b> Students may modify a project in order to produce a solo performance.</li> </ul>	<b>One or more of the following:</b> <ul style="list-style-type: none"> <li>Verbal dialogues</li> <li>Teacher observation</li> <li>Writing samples</li> <li>Translations</li> <li>Formative assessments</li> <li>Quizzes</li> <li>Unit tests</li> <li>Presentations</li> <li>Projects</li> </ul>



			<ul style="list-style-type: none"> <li>• Read for comprehension</li> <li>• Create original dialogues and compositions using target vocabulary and grammar</li> </ul>				
<b>Timeline</b>	<b>Unit 7</b>	<b>Standards</b>	<b>Objectives</b>	<b>Content</b>	<b>Additional Resources</b>	<b>Performance Tasks</b>	<b>Assessments</b>
2 week	<b>Die Mode</b> (Fashion)	ACTFL 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 5.2	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• List and memorize select clothing vocabulary</li> <li>• List and memorize select shopping vocabulary</li> <li>• List and memorize select adjectives</li> <li>• List and memorize select clothing vocabulary</li> <li>• List and memorize select verbs</li> <li>• Conjugate and use regular verbs in the Present Tense</li> <li>• Conjugate and use stem-changing verbs in the Present Tense</li> <li>• Conjugate and use verbs with separable prefixes in the Present Tense</li> <li>• Describe clothing</li> <li>• Give compliments</li> <li>• Describe a</li> </ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Clothing vocabulary</li> <li>• Shopping vocabulary</li> <li>• Select adjectives</li> <li>• List of shopping verbs</li> <li>• List of verbs with separable prefixes</li> <li>• List of select stem-changing verbs</li> <li>• List of common compliments</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• Conjugation of stem-changing verbs</li> <li>• Conjugation of verbs with separable prefixes</li> <li>• Word order when using verbs with separable prefixes</li> <li>• Descriptive adjectives and endings with der words in the nominative and accusative cases</li> <li>•</li> </ul> <b>Culture:</b> <ul style="list-style-type: none"> <li>• Clothing sizes in Germany and Europe</li> <li>• The Euro</li> <li>• Shopping in Germany</li> </ul>	<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Worksheets</li> <li>• Ancillary materials</li> <li>• Reading materials</li> <li>• Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Using a chart, students will shop for select items of clothing. They will list the items and their cost in Euros. They will then use the shopping list to write 10 sentences. The sentences will feature the clothing items, the shopping verbs, and descriptive adjectives.</li> <li>• Students will recreate a store in the classroom, complete with a cash register, “Euros”, and various items of clothing and school supplies. They will take turns being the customers and the sales clerk and will purchase the articles. They will ask for items by color, size, and quantity. They may also give and receive compliments on their purchases.</li> </ul>	<b>One or more of the following:</b> <ul style="list-style-type: none"> <li>• Verbal dialogues</li> <li>• Teacher observation</li> <li>• Writing samples</li> <li>• Translations</li> <li>• Formative assessments</li> <li>• Quizzes</li> <li>• Unit tests</li> <li>• Presentations</li> <li>• Projects</li> </ul>

			<ul style="list-style-type: none"> <li>shopping trip</li> <li>Use the nominative and accusative cases with target vocabulary</li> <li>Apply the correct gender/case endings to adjectives when used with the der words (both nominative and accusative)</li> <li>Read for comprehension</li> <li>Create original dialogues and compositions using target vocabulary and grammar</li> </ul>				
<b>Timeline</b>	<b>Unit 8</b>	<b>Standards</b>	<b>Objectives</b>	<b>Content</b>	<b>Additional Resources</b>	<b>Performance Tasks</b>	<b>Assessments</b>
2 weeks	<b>Das Essen</b> (Food)	<b>ACTFL</b> 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 5.2	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify and use common foods and portions</li> <li>Identify and use the terms for common tableware</li> <li>Identify and use select food adjectives</li> <li>Conjugate and use the verb „essen”</li> <li>Connect and compare „essen” to other stem-changing verbs</li> <li>Conjugate and use the verb „trinken”</li> </ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Food vocabulary</li> <li>Tableware</li> <li>Select food verbs</li> <li>Mealtimes</li> <li>Select descriptive adjectives</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>Review of regular verb conjugation</li> <li>Conjugation of essen</li> <li>Conjugation of möchten</li> <li>Explanation of möchten as a subjunctive verb</li> <li>Conjugation of schmecken</li> <li>Explanation of schmecken and its</li> </ul>	<ul style="list-style-type: none"> <li>Handouts</li> <li>Worksheets</li> <li>Ancillary materials</li> <li>Reading materials <ul style="list-style-type: none"> <li>German menus</li> <li>German cookbooks</li> </ul> </li> <li>Internet</li> </ul>	<ul style="list-style-type: none"> <li>Students will work in groups of 3-4 to write a role play portraying a German family breakfast. One student will be the parent and the others will be the children. The students will discuss what they want to eat for breakfast. Each student will be responsible for writing and saying a minimum of 5 sentences or questions. The conversation must make sense. It must also be memorized. Students will be</li> </ul>	<b>One or more of the following:</b> <ul style="list-style-type: none"> <li>Verbal dialogues</li> <li>Teacher observation</li> <li>Writing samples</li> <li>Translations</li> <li>Formative assessments</li> <li>Quizzes</li> <li>Unit tests</li> <li>Presentations</li> <li>Projects</li> </ul>

			<ul style="list-style-type: none"> <li>• Memorize and use common phrases for ordering food in a restaurant</li> <li>• Conjugate and use „bestellen“, „bekommen“, and „schmecken“</li> <li>• Describe common foods</li> <li>• Conjugate and use the modal verb „möchten“</li> <li>• Identify mealtimes</li> </ul>	<p>use as a third person verb</p> <ul style="list-style-type: none"> <li>• Word order in questions and answers</li> <li>• Word order using mealtimes as adverbs of time</li> </ul> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>• German meals and customs vs American meals and customs</li> <li>• Wurst</li> </ul>		<p>graded on vocabulary, grammar, and pronunciation.</p>	
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