Scope and Sequence: *InterKulturell® 1*

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.

Units	Essential Questions	Unit Goals
Einstieg **Los geht's!**	How are German and English related? How do we communicate in the German classroom? How are calendars in German-speaking countries similar to and different from my calendar?	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. Exchange personal information such as phone numbers and birthdays. Tell someone which school supplies you have and make a list. Investigate where German is spoken, the connections between the German and English languages, traditions related to starting school, and typical holidays in Germany.
Kapitel 1 **Wer bin ich?**	How do I get to know others? How do I portray myself to others? How do I describe people, places, and things?	Interpret images, video, audio, and print texts in German to understand simple descriptions and basic conversational exchanges about identity. Interact in German by exchanging formal and informal greetings and asking and answering simple questions to meet and get to know others. Introduce and describe yourself and others and provide personal information about your age, where you are from, and where you live. Investigate, explain, and reflect on what information we share with others as we get to know them.
Kapitel 2 **Das macht Spaß!**	What role do hobbies and interests play in my life? What role do sports and physical activities play in my community and German-speaking countries? How can young people support the community through their interests?	Interpret images, audio, audiovisual, and print texts to learn about others' hobbies, sports, and volunteer activities. Exchange information and opinions about participating in sports and activities. Present information about upcoming social activities during the year in German-speaking cultures and your community. Investigate, compare, and reflect on community-based clubs and youth volunteer opportunities in German-speaking cultures and in your community.
Kapitel 3 **Mein Schulalltag**	How does school life in German-speaking regions compare to school life in my community? How do I help create a positive environment in my classes and school? What makes the school experience meaningful for me?	Interpret images, audiovisual, and print texts and learn about others' school subjects, supplies, schedules, and rules. Exchange information about school life, including supplies and schedules, favorite subjects, school rules, and tips for how to learn best. Present information about your favorite school subjects, rules at your school, and your tips for school success. Investigate, compare, and reflect on school and learning communities, responsibilities and rules regarding school, and how you learn best.
Kapitel 4 **Bunte Familien**	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.
Kapitel 5 **Mahlzeit!**	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.
Kapitel 6 **Kleider machen Leute**	What does my clothing say about my personality? What influences my clothing choices? How can I dress stylishly and sustainably?	Interpret audiovisual and print texts about clothing item, the seasons in which they are worn, and sustainable clothing. Exchange information about favorite clothing items, what one wears at different times of year, and how to shop for clothes sustainably. Present tips about clothing choices and creating a personal style. Investigate, compare, and reflect on clothing options and where to purchase clothes.

Intercultural Focus	Vocabulary Topics In Context	Structures In Context (▶= Video)	Additional Features
Fokus Kultur Produkte: Verwandte Sprachen: Deutsch und Englisch Produkte: Die Schultüte Bräuche: Feiertage in Deutschland	**The German Alphabet** *Das deutsche Alphabet* **Expressions for the Classroom** *Ausdrücke fürs Klassenzimmer* **In the Classroom** *Im Klassenzimmer* **Numbers** *Die Zahlen* **When Is Your Birthday?** *Wann hast du Geburtstag?*		**Lernstrategien** Recognizing Cognates **Sprachtipp** Ein besonderer Buchstabe; Die Artikel; Der Imperativ; Wie spricht man das aus?; *Haben*; Das Gendersternchen; Die Ordnungszahlen
Fokus Kultur Bräuche: Begrüßungen Produkte: Deutsche Familiennamen Produkte: Bundesländer und Wappen	**Greetings and Introductions** *Begrüßen und kennenlernen* **How Are You?** *Wie geht's?* **About Me** *Über mich* **This Is How I Am** *So bin ich* **This Is How I Look** *So sehe ich aus*	**Introducing Oneself** Using the Verb *heißen* to Introduce Yourself and Others **Describing Actions and Situations** ▶ Using the Verbs *kommen*, *wohnen*, and *lernen* **Describing People and Things** ▶ Using the Verb *sein*	**Lernstrategien** Interpretive Listening **Sprachtipp** Was ist das Dezimalkomma?; *Wo* vs. *woher*; "Sein oder nicht sein, das ist hier die Frage!"; Und du?; *Sehr* und *nicht*; *Er*, *sie*, *es* für Sachen
Fokus Kultur Produkte: Was ist ein Verein? Bräuche: Wandern - Eine deutsche Tradition Produkte: Jugendorganisationen - Pfadfinder*innen und Jugendfeuerwehr	**Activities in the German Club** *Aktivitäten im Deutschklub* **Sports in Garmisch-Partenkirchen** *Sport in Garmisch-Partenkirchen* **We Do Volunteer Work!** *Wir arbeiten freiwillig!*	**Talking to Each Other about Hobbies and Interests** Conjugating Verbs in the *du-*, *ihr-*, and *Sie-* Forms **Describing Sports and Interests** ▶ Using Vowel-changing Verbs **Describing Activities at Different Times** ▶ Inverted Word Order	**Lernstrategien** Decoding Compound Words **Sprachtipp** *Gern* und *gern haben*; Idiomatische Ausdrücke; Die W-Fragen; Ein Verb für viele Sportarten; *Gern* und *lieber*; Einmal, zweimal, dreimal; Wie oft mache ich das?
Fokus Kultur Produkte: Der Schultag in deutschsprachigen Ländern Produkte: Das deutsche Schulsystem Produkte: AGs bringen Kultur in die Schule	**Martin's Schedule** *Martins Stundenplan* **My School Supplies** *Meine Schulsachen* **Tips and Tricks for School** *Tipps und Tricks für die Schule* **What Motivates Me in School?** *Was motiviert mich in der Schule?*	**Describing What I Have and Need** ▶ Definite and Indefinite Articles in the Accusative Case **Expressing What We Can, May, Must, or Should Do** ▶ Using the Modal Verbs *können*, *dürfen*, *müssen*, and *sollen* **Expressing What I Like and Why** Using the Coordinating Conjunction *denn* and the Modal Verb *mögen*	**Lernstrategien** Speaking Politely with Others **Sprachtipp** Die Uhrzeit; MINT; Prozente besprechen; Viele Stifte; *Kein/Keine/Keinen*; *Man* vs. *du*; Die Präpositionen *mit* und *zu*; Lust haben; Ich mag am liebsten ...
Fokus Kultur Bräuche: Familien fördern Produkte:Betten von gestern bis heute Bräuche: Hausarbeiten, Taschengeld und Kinder	**Amalie's Colorful Family** *Amalies bunte Familie* **Amalie's Relatives** *Amalies Verwandte* **Describing My Room** *Mein Zimmer beschreiben* **Helping at Home** *Zu Hause helfen* **Earning Money** *Geld verdienen*	**Showing Possession or Relation** ▶ Using Possessive Adjectives **Referring to Items I Have** ▶ Using Personal Pronouns in the Accusative **Talking about Household Chores** Using Separable Prefix Verbs	**Lernstrategien** Tips for Better Writing Vocabulary in Context **Sprachtipp** Über die Familien von anderen Menschen sprechen; Es gibt ...; *Nach Hause* und *zu Hause*; Was mache ich für wen?
Fokus Kultur Produkte: Verschiedene Wörter für das gleiche Essen Produkte: Die ausländische Küche Bräuche: Gesund sein mit gutem Essen!	**Regional Specialities** *Regionale Spezialitäten* **Describing Food** *Essen beschreiben* **Fast and Good** *Schnell und gut* **We Are Being Served** *Wir kommen auf den Tisch*	**Explaining an Idea Using Connectors** The Coordinating Conjunctions *aber*, *denn*, *oder*, *sondern*, and *und* **Providing Details with Prepositions** ▶ Using the Accusative Prepositions *durch*, *für*, *gegen*, *ohne*, and *um* **Giving Guidance and Instructions** ▶ Using the *Imperativ* or Command Form	**Lernstrategien** Reading Strategies **Sprachtipp** Wurst; Wir essen das Essen; Gut, besser, am besten!
Fokus Kultur Produkte: Die Fußgängerzone und Einkaufen Bräuche:Das Wetter in den deutschsprachigen Ländern Produkte: Die größten Modefirmen Deutschlands	**Youth Fashion on Moodboards** *Jugendmode auf Moodboards* **What Should I Wear?** *Was soll ich anziehen?* **How Important Is Fashion?** *Wie wichtig ist Mode?*	**Referring to the People to Whom We Give Things, Part 1** Singular Possessive Adjectives in the Dative Case **Referring to the People to Whom We Give Things, Part 2** ▶ Pronouns in the Dative Case **Describing How Clothes Look and Fit** ▶ The Verbs *danken*, *gefallen*, *passen*, and *stehen* with the Dative Case	**Sprachtipp** *Wenn*-Sätze; Das Wort *ihr*; *Danken*; *Kennen* vs. *wissen*; Das Modalverb wollen

Scope and Sequence: *InterKulturell® 2*

Units	Essential Questions	Unit Goals
Kapitel 1 **Reisen nah und fern**	Why do we travel to different places? How do we get around when we travel? What do I do when I travel and how do I reflect on my experiences?	Interpret images, video, audio, and print texts to understand descriptions of past travel. Exchange information and opinions with others about travel options, past trips, and positive and negative travel experiences. 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. Investigate how and why people travel in your community and in German-speaking regions.
Kapitel 2 **Alles um die Wellness**	How does school stress impact my life? How does wellness contribute to my overall health? What factors play a role in my wellness?	Interpret images, audio, audiovisual, and print texts to understand and learn about wellness habits in German-speaking regions. Interact by exchanging information, surveying others, and providing advice about stress and wellness. Present information and data about wellness habits. Investigate, compare, and reflect on perspectives about stress, wellness, and sleep habits in German-speaking cultures and in your community.
Kapitel 3 **Tierwelten**	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.
Kapitel 4 **Wohnwelten**	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 date 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.
Kapitel 5 **Zwischen Kindheit und Erwachsensein**	What events, experiences, and people shaped my life as a child? What people, events, and situations helped me become an independent person? What will be important to me in the future?	Interpret images, audio, audiovisuals, and print texts about growing up, preferences, activities, values, and plans for the future. Interact by exchanging information and opinions about favorite toys, activities, experiences, and traits and how they influence choices in life. Present information and data about favorite objects, activities, and values; describe traits important for a career; explain career choices and plans. Investigate, compare, and reflect on perspectives concerning what is important to youth and the decisions they make in adulthood.
Kapitel 6 **Authentizität in der Medienkultur**	How do I communicate with others? What are positive and negative aspects of social media? How do I determine whether information presented in the media is accurate?	Interpret infographics, video blogs, articles, videos, and interviews about social media use, influencers, and reliability for media sources. Exchange information and opinions about communication platforms, pros and cons of being an influencer, and how to determine the reliability of media sources. Present and justify opinions about media platforms, describe pros and cons of being an influencer, and describe tips for finding reliable sources of information. Investigate ways to detect fake news and interact with young people to make them more aware about media literacy.

Intercultural Focus	Vocabulary Topics In Context	Structures In Context (▶= Video)	Additional Features
Fokus Kultur Bräuche: Die Deutschen im Urlaub Produkte: Steig ein - der Zug fährt ab! Bräuche: Weltmeister im Reisen	**Youth Club on the Go!** *Jugendclub unterwegs!* **Travel Plans** *Reiseplanung* **Public Transportation** *Öffentliche Verkehrsmittel* **A Class Trip** *Eine Klassenfahrt* **A Terrible Trip** *Eine furchtbare Reise*	**Expressing Preferences** Using the Verb *würden* **Talking about a Past Trip** ▶ Using *Perfekt* to Talk about the Past **Describing the Past** ▶ Using the Verbs *sein* und *haben* in the *Präteritum*	**Rückblick** Spiele und Aktivitäten; Orte; Zeiten und Wetter **Lernstrategien** Interculturality: Travel Etiquette **Sprachtipp** Urlaub oder Ferien?; Der See oder die See?; *Nach* oder *zu*? *Hatte* und *war*; Eine besondere Vergangenheitsform **Nicht vergessen!** Das Verb *sein*; Was sind zusammengesetzte Wörter?
Fokus Kultur Bräuche: Schulstress Bräuche: Wellness im deutschsprachigen Raum Produkte: Schlafkulturen weltweit	**Stress in School** *Stress in der Schule* **Reasons for Stress in the Morning** *Gründe für Stress am Morgen* **Less Stress through a Wellness Weekend** *Weniger Stress durch ein Wellness-Wochenende* **Why is Sleep Important?** *Warum ist Schlaf wichtig?*	**Talking about Myself** ▶ Reflexive Verbs in the Singular **Talking about Ourselves** Reflexive Verbs in the Plural **Giving Reasons** ▶ The Subordinating Conjunctions *dass*, *obwohl*, and *weil*	**Rückblick** Gesunde Ernährung; Freizeit und Sport; Schule; Das Verb *essen* **Lernstrategien** Recognizing Word Families **Sprachtipp** Verbkicker **Nicht vergessen!** Die Konjunktion *denn*; Möchten; Wörter (um)stellen
Fokus Kultur Bräuche: Was für komische Laute! Produkte: Zoos im deutschsprachigen Raum Produkte: Der Zirkus	**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	**Lernstrategien** How Does It Sound: Positive or Negative? **Sprachtipp** Essen oder fressen?; Verkleinerungsform; Die meiste Arbeit; Andere Vergleiche
Fokus Kultur Produkte: Funktionell wohnen Bräuche: Das Stadtleben Bräuche: Neu in Deutschland	**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** Adjektive; Mein Zimmer; Hausarbeiten **Lernstrategien** Reading Strategies **Sprachtipp** Wie viele Zimmer hat die Wohnung?; Beschreiben, wo etwas ist; Präpositionen mit Artikeln kombinieren; Akkusativ oder Dativ mit Präpositionen?
Fokus Kultur Produkte: Kinderspiele und Spielzeug Bräuche:Unabhängigkeit Produkte: Wege in den Beruf in der Schweiz	**Aunt Helene's Photo Album** *Tante Helenes Fotoalbum* **A Slideshow about the Past** *Eine Slideshow über die Vergangenheit* **Me in the Future** *Ich in der Zukunft*	**Talking about What One Wanted to, Could, and Was Allowed to Do** The Simple Past of Modal Verbs **Talking about and Comparing Events** ▶ Using Subordinating Conjunctions *als*, *während*, *wann*, and *wenn* **Talking About the Future** ▶ Discussing the Future Using the Verb *werden*	**Rückblick** Eigenschaften; Zu Hause; In der Schule; Aktivitäten; Wichtige Verbindungswörter **Lernstrategien** Making Nouns with Suffixes **Sprachtipp** *Peinlich* und andere Adjektive mit dem Dativ
Fokus Kultur Produkte: Wie beeinflussen soziale Medien die deutsche Sprache? Bräuche:Wie schütze ich meine Privatsphäre in den sozialen Medien? Produkte: Welchen Medien vertrauen die Deutschen am meisten?	**Means of Communication** *Kommunikationsmittel* **How Does One Become an Influencer?** *Wie wird man Influencer*in?* **Trustworthiness of Media** *Glaubwürdigkeit von Medien*	**Describing Why Something Is Done** ▶ Using *um ... zu* to Express the Purpose of Something **Referring to People and Things Already Mentioned, Part 1** Using Relative Pronouns in the Nominative Case **Referring to People and Things Already Mentioned, Part 2** ▶ Using Relative Pronouns in the Accusative Case	**Rückblick** Online-Aktivitäten; Wie ich mich fühle; Zeitangaben **Lernstrategien** Reading an Infographic **Sprachtipp:** *Wo*-Fragen; Der Unterschied zwischen ähnlichen Wörtern

Scope and Sequence: *InterKulturell® Intermediate*

Units	Essential Questions	Unit Goals
Kapitel 1 **Mein Leben, meine Heimat**	How do geographical features influence regions and recreational activities? How are my activities and life choices influenced by the landscapes and resources around me? How does the place where I live influence my identity?	Interpret images, audios, audiovisuals, and print texts about geographical features, industries, products, and other cultural markers of a region. Exchange information and opinions about a trip and information pertaining to industries, natural resources, and attractions of a region. Present information about travel plans, landscapes, natural resources, and other characteristics of a region. Investigate, compare, and reflect on the impact of products and industries on daily life and the role of geography, language, pastimes, and festivals in creating identity.
Kapitel 2 **Generationen im Laufe der Zeit**	What people, values, and events shape my generation? How do trends and pop culture define a generation? How can the actions of young people today shape the future?	Interpret images, videos, and print texts about generational markers such as music, clothing, and historical events. Exchange information and opinions about objects and events associated with a generation as well as potential future generational differences. Present information and data about characteristics of generations, differences between past generations and your own, and hypothetical situations in the future. Investigate, compare, and reflect on generational differences, community involvement, and possible future outcomes of that involvement.
Kapitel 3 **Das isst die Welt!**	What role does food play in my life? Where does my food come from? How does food reflect the diversity of a culture?	Interpret images, audios, audiovisuals, and print texts about eating habits, global restaurants, food trucks, and fusion food. Exchange information and opinions about eating habits, sustainable food practices, and new food trends such as food trucks. Present information about meals for special occasions, sustainable food practices, and food truck concepts. Investigate, compare, and reflect on how culture is reflected in food choices, how food is produced, and the diversity of a region.
Kapitel 4 **Erzähl mir eine Geschichte**	What do stories tell us about cultural values? How do the stories of a culture change over time? In what ways are stories of the past still relevant today?	Interpret images, audios, audiovisuals, and print texts about childhood stories, fairy tales, and legends of German-speaking regions. Exchange information and opinions about lessons learned from stories and modern adaptations of fairy tales and legends. Present ideas for modern adaptations of stories and write an original story with a moral. Investigate, compare, and reflect on perspectives about the role of stories in illustrating cultural values as well as how stories and values change over time.
Kapitel 5 **Musik bewegt!**	What role does music play in my life? How does music shape our experience of an event? How does music reflect and contribute to our identity?	Interpret images, audios, audiovisuals, and print texts about musicians and their music, why people listen to music, and how music shapes experiences. Exchange information and opinions about musical genres and artists, music for an event, and the importance of music to identity. Present information about the role of music in your life and at public events, the music on your playlists, and global influences on music. Investigate when and where music is played, the types of music young people enjoy, and the role of music in German-speaking regions.
Kapitel 6 **Eine sinnvolle Zukunft**	How do I decide on my path to the future? What do I need to do to be independent? What are my long-term goals for a meaningful life and career?	Interpret images, audios, audiovisuals, and print texts about options after graduation, pros and cons of moving out on one's own, and finding meaningful work. Exchange information and opinions about plans after graduation, moving out, and maintaining work-life balance. Describe and justify plans after high school, advocate for or against moving out, explain how you view meaningful work and work-life balance. Investigate, compare, and reflect on post-graduation options, similarities and differences in financing one's education and attitudes toward traditional work schedules.
Kapitel 7 **Kunst macht sichtbar**	What is art? What role do form and function play in art? What role does art play in the community?	Interpret images, audios, audiovisuals, and print texts about artists, important buildings, and why monuments are built. Exchange information and opinions about ideas for an art competition, designing a "green" building, and suggestions for a new memorial. Describe a piece of art and its message, explain the form and function of an art project, and present an idea for a new monument. Investigate, compare, and reflect on the use of "the golden ratio" in art, artistic elements in everyday objects, and the purpose of public art.
Kapitel 8 **Tatort Kunstmuseum**	How do people in different roles respond at the scene of an emergency? How do professionals cooperate to solve a crime? How do I draw logical conclusions using available evidence?	Interpret images, audios, audiovisuals, and print texts about fictional crimes and emergency situations, how to contact help in an emergency, the work of police and forensic investigators, and opinions about detective stories and shows. Exchange information about the work of emergency personnel and crime scene investigators, place a phone call to emergency services and describe a scene, exchange opinions about preferred genres and reading habits, report on what others have said or should have done, and exchange theories to solve a crime. Describe the work of rescue workers and investigators, describe an emergency situation, state and justify opinions about criminal investigation shows and the outcome of a crime. Investigate, compare, and reflect on opinions about criminal investigation as a genre, the use of emergency telephone numbers, and the use of video surveillance in public spaces.

Scope and Sequence: *InterKulturell® Intermediate*

Intercultural Focus	Vocabulary Topics In Context	Structures In Context (▶= Video)	Additional Features
Fokus Kultur Produkte: Der deutschsprachige Raum Produkte: Die Industrien der DACHL-Länder Produkte: Die Vielfalt der deutschen Sprache	**Drei Reiseziele: Wohin geht die Klassenfahrt?** *Three Travel Destinations: Where to Go on a Class Trip?* **Handel und Industrie in Deutschland** *Commerce and Industry in Germany* **Was ist Heimat?** *What Is Home?*	**Landschaften und Orte beschreiben, Teil 1** ▶ Adjective Endings with Definite Articles **Landschaften und Orte beschreiben, Teil 2** ▶ Adjective Endings with Indefinite Articles **Landschaften und Orte beschreiben, Teil 3** Adjective Endings without Articles	**Lernstrategien** Eine formale E-Mail schreiben **Sprachtipp** Zweiteilige Konjunktionen
Fokus Kultur Bräuche: Prägende Ereignisse Bräuche: Jugendszenen des letzten Jahrhunderts Bräuche: Umweltschutz gestern und heute	**Eine Generation definieren** *Defining a Generation* **Was ist eine Jugendszene?** *What Is Youth Culture?* **Gemeinsam für die Zukunft** *Together for the Future*	**Über die Vergangenheit schreiben** ▶ Writing about Events in the Past: *Das Präteritum* **Mittel und Zwecke beschreiben** Expressing Means and Purposes: *Die Infinitivkonstruktionen um ... zu; anstatt ... zu; ohne ... zu* **Über hypothetische Situationen sprechen** ▶ Speaking about Hypothetical Situations: *Der Konjunktiv II*	**Lernstrategien** Einen formalen Brief schreiben **Sprachtipp** Verben im Präteritum, wenn man spricht; Tipps für den Konjunktiv II
Fokus Kultur Bräuche: Essen zu Festtagen Produkte: Alles um Bio Produkte: Jenseits des traditionellen Essens	**Essgewohnheiten von Jugendlichen** *Eating Habits of Young People* **Essen aus aller Welt** *Food from Around the World* **Ein Foodtruck-Paradies in der Innenstadt** *A Food Truck Paradise Downtown*	**Ideen mit Präpositionen und Relativpronomen beschreiben, Teil 1** ▶ Relative Clauses with Prepositions and Pronouns in the Accusative Case **Details mit Präpositionen geben** Prepositions that Take the Dative Case **Ideen mit Präpositionen und Relativpronomen beschreiben, Teil 2** ▶ Relative Clauses with Prepositions and Pronouns in the Dative Case	**Lernstrategien** Ein gutes Argument formulieren **Sprachtipp** *Während* **Nicht vergessen!** Akkusativ-Präpositionen
Fokus Kultur Produkte: Die Rolle von Erzählungen in unserer Gesellschaft Produkte: Grimms Märchen und ihre Heldinnen Produkte: Der Märchenkönig und der Musiker	**Typische Figuren in Fabeln** *Typical Characters in Fables* **Merkmale von Märchen** *Characteristics of Fairy Tales* **Eine Zeitreise ins Mittelalter** *Travel through Time to the Middle Ages*	**Geschichten in der Vergangenheit erzählen** Telling Stories Using Past Tenses **Über verschiedene Zeitpunkte in der Vergangenheit sprechen** ▶ Talking about Different Points in Time Using Past Tenses **Komplexe Ideen mit da- und wo- kürzer ausdrücken** ▶ Expressing Complex Ideas Using *da-* and *wo-* Compounds	**Lernstrategien** Erzählungen analysieren und interpretieren **Sprachtipp** Wortfamilien; Drei Verbarten: Schwach, stark und gemischt; Perfekt oder Präteritum? Welche Form benutzt man wann?; Wichtige Erzählwörter; Über die Vergangenheit sprechen: *Bevor* und *nachdem*; *Da-* und *wo-* für Beschreibungen von Situationen
Fokus Kultur Produkte: Der Eurovision Song Contest Bräuche: Musik und Bewegung Produkte: Beethoven, Schiller und die Europahymne	**Die Musik meines Leben** The Music of My Life **Die Melodie eines Events** The Melody of an Event **Musik und Identität** Music and Identity	**Gegenwärtige Handlungen mit dem Passiv beschreiben** ▶ Describing Impersonal Actions in the Present Tense **Handlungen in der Vergangenheit mit dem Passiv beschreiben** ▶ Describing Impersonal Actions in the Past Tense **Über sich nachdenken und reden: Reflexive Verben** Reflecting and Talking about Oneself Using Reflexive Verbs	**Lernstrategien** Mit Musik lernen **Sprachtipp** Es wird musiziert!; Es wird gemacht und getan!; *Je ... desto ...*
Fokus Kultur Bräuche: Schulabschluss und dann? Bräuche: Finanzierung von Ausbildung und Studium Bräuche: Die Arbeitswelt im Wandel	**Tipps für den Weg in die Zukunft** *Tips for the Path to the Future* **Ausziehen - ja oder nein?** *To Move Out - Yes or No?* **Eine sinnvolle Arbeit!** *A Meaningful Job!*	**Situationen mit trennbaren Verben beschreiben** ▶ Describing Situations Using Separable Prefix Verbs **Situationen mit untrennbaren Verben beschreiben** Describing Situations Using Inseparable Prefix Verbs **Verben mit einer Vokaländerung verwenden** ▶ Using Verbs with Stem-Vowel Changes	**Lernstrategien** *SMART*e Ziele setzen **Sprachtipp** Falsche Freunde; Partikeln in der deutschen Sprache; Verwandte Wörter
Fokus Kultur Bräuche: Der Goldene Schnitt Produkte: Kunst für den Alltag von der Wiener Werkstätte Bräuche: Kunst im öffentlichen Raum	**Die Rolle von Kunst** *The Role of Art* **Form und Funktion in Architektur und Design** *Form and Function in Architecture and Design* **Public Art - interaktiv und progressiv** *Public Art - Interactive and Progressive*	**Elemente der Kunstwelt beschreiben und vergleichen** Describing and Comparing Using Comparative and Superlative Adjectives **Handlungen beschreiben: Verben im Präsens als Adjektive** ▶ Describing Things Using Present Participles as Adjectives **Vergangene Handlungen beschreiben: Verben in der Vergangenheit als Adjektive** ▶ Describing Things Using Past Participles as Adjectives	**Lernstrategien** Die Loci-Methode **Sprachtipp** Street-Art; Künstlich oder künstlerisch?; Österreichische Begriffe für Räume in einem Haus; Verben als Adjektive; Die Kunstschaffenden; Ähnliche Wörter, verschiedene Formen; Partizipien als Adjektive
Fokus Kultur Produkte: Krimis in deutschsprachigen Fernsehen Produkte: Die Geschichte der Überwachungskamera Produkte: Kinderbuchdetektive	**Hilfe im Notfall** *Help in an Emergency* **Eine Notfall-Szene beschreiben** *Describing an Emergency Scene* **Den Tatort untersuchen** *Investigating the Crime Scene* **Dem Täter auf der Spur** *Tracking Down the Perpetrator* **Wer ist die Tatperson?** *Investigation - Who Is the Perpetrator?* **Ermittlungsarbeit -** *Investigative Work*	**Ausdrücken, was ich für mich tue** Expressing Things I Do for Myself Using Reflexive Pronouns in the Dative **Die Aussagen anderer Menschen nacherzählen** ▶ Retelling What Someone Else Said Using the Subjunctive Mode **Über Hypothesen in der Vergangenheit sprechen** ▶ Discussing Hypotheses in the Past Using the Past Subjunctive	**Lernstrategien** VISION-Tabelle **Sprachtipp** In der Tat; Das Suffix *-kraft*; Wörter mit *-mittel*