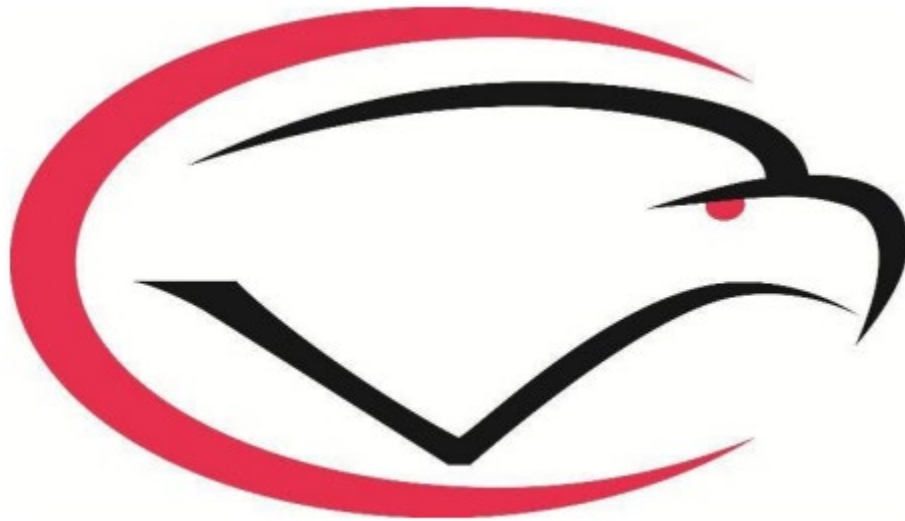


Secondary Curriculum Maps



German V

Cumberland Valley School District

Soaring to Greatness, Committed to Excellence

German V Scope and Sequence

Level 5		German	
Unit	Timeline	Topics	Priority Standards
Unit 1, Young People and their Leisure Time	25 days	Young People and Leisure Time Vocabulary	12.1.S3.A Speak and model phrases and sentences with refined pronunciation, rhythm and intonation with accuracy and cultural understanding; 12.1.S3.B Know advanced vocabulary and idiomatic expressions used in speaking and writing;
		Time Expressions and Word Order	12.1.S3.C Recognize advanced vocabulary through listening and reading selections; 12.1.S3.D Know simple, compound and complex sentence and question structures in order to communicate and comprehend;
		Verbs with Separable Prefixes	12.3.S3.A Explain a variety of services, products and customs of the target culture; 12.3.S3.B Assess cultural patterns in a variety of social settings; 12.3.S2.C Explain similarities and differences of daily activities between cultures; 12.5.S2.A Identify local resources for gathering information for practical purposes and for personal enjoyment; 12.5.S2.B Identify national resources for gathering information for practical purposes and for personal enjoyment; 12.5.S2.C Identify global resources for gathering information for practical purposes and for personal enjoyment
Unit 2, Berlin (History, Tourism, Diversity)	25 days	Berlin History	12.1.S3.A Speak and model phrases and sentences with refined pronunciation, rhythm and intonation with accuracy and cultural understanding; 12.1.S3.B Know advanced vocabulary and idiomatic expressions used in speaking and writing;
		Berlin Tourism	12.1.S3.C Recognize advanced vocabulary through listening and reading selections; 12.1.S3.D Know simple, compound and complex sentence and question structures in order to communicate and comprehend;
		Prepositions Review	12.1.S2.F Explain how the target language has influenced other areas of the school curriculum; 12.3.S3.A Explain a variety of services, products and customs of the target culture;
		Berlin Diversity	12.3.S2.D Know information with details in other subject areas influenced by the target culture; 12.5.S2.A Identify local resources for gathering information for practical purposes and for personal enjoyment; 12.5.S2.B Identify national resources for gathering information for practical purposes and for personal

			<p>enjoyment;</p> <p>12.5.S2.C Identify global resources for gathering information for practical purposes and for personal enjoyment</p>
Unit 3, Experiences and Traditions	30 days	Experiences and Traditions Vocabulary	12.1.S3.A Speak and model phrases and sentences with refined pronunciation, rhythm and intonation with accuracy and cultural understanding; 12.1.S3.B Know advanced vocabulary and idiomatic expressions used in speaking and writing;
		Holidays and Fests in the German culture	12.1.S3.C Recognize advanced vocabulary through listening and reading selections; 12.1.S3.D Know simple, compound and complex sentence and question structures in order to communicate and comprehend;
		Subjunctive Review and Subjunctive Past Tense	12.1.S2.E Identify words in English that have origins in the target language;
		Recipe Vocabulary and Writing a Recipe	12.3.S3.A Explain a variety of services, products and customs of the target culture; 12.3.S3.B Assess cultural patterns in a variety of social settings; 12.3.S3.C Compare and contrast the similarities and differences in social institutions between cultures; 12.5.S2.A Identify local resources for gathering information for practical purposes and for personal enjoyment; 12.5.S2.B Identify national resources for gathering information for practical purposes and for personal enjoyment; 12.5.S2.C Identify global resources for gathering information for practical purposes and for personal enjoyment
Unit 4, Switzerland	25 days	Geography	12.1.S4.A Know and compare distinct regional accents of the sound system of the target language; 12.1.S3.B Know advanced vocabulary and idiomatic expressions used in speaking and writing; 12.1.S3.C Recognize advanced vocabulary through listening and reading selections;
		Culture	12.1.S3.D Know simple, compound and complex sentence and question structures in order to communicate and comprehend; 12.1.S2.F Explain how the target language has influenced other areas of the school curriculum; 12.3.S3.A Explain a variety of services, products and customs of the target culture;
		Famous People	12.3.S3.C Compare and contrast the similarities and differences in social institutions between cultures; 12.3.S2.D Know information with details in other subject areas influenced by the target culture; 12.5.S2.A Identify local resources for gathering information for practical purposes and for personal enjoyment; 12.5.S2.B Identify national resources for

			<p>gathering information for practical purposes and for personal enjoyment;</p> <p>12.5.S2.C Identify global resources for gathering information for practical purposes and for personal enjoyment;</p> <p>12.5.S2.D Identify comparisons and connections about resources in the local, national and global communities where the target language is used and resources where English is spoken or written in those same communities</p>
Unit 5, Consumerism	25 days	Environment Vocabulary Review	<p>12.1.S3.A Speak and model phrases and sentences with refined pronunciation, rhythm and intonation with accuracy and cultural understanding;</p> <p>12.1.S3.B Know advanced vocabulary and idiomatic expressions used in speaking and writing;</p>
		Consumerism Vocabulary	<p>12.1.S3.C Recognize advanced vocabulary through listening and reading selections;</p> <p>12.1.S3.D Know simple, compound and complex sentence and question structures in order to communicate and comprehend;</p>
		Adjective Endings Review	<p>12.3.S3.A Explain a variety of services, products and customs of the target culture;</p> <p>12.3.S2.C Explain similarities and differences of daily activities between cultures;</p>
		Present and Past Participles (Verbs as Adjectives)	<p>12.5.S2.A Identify local resources for gathering information for practical purposes and for personal enjoyment; 12.5.S2.B Identify national resources for gathering information for practical purposes and for personal enjoyment;</p> <p>12.5.S2.C Identify global resources for gathering information for practical purposes and for personal enjoyment</p>
Unit 6, Media and Current Events	25 days	The Media Vocabulary	<p>12.1.S3.A Speak and model phrases and sentences with refined pronunciation, rhythm and intonation with accuracy and cultural understanding;</p> <p>12.1.S3.B Know advanced vocabulary and idiomatic expressions used in speaking and writing;</p> <p>12.1.S3.C Recognize advanced vocabulary through listening and reading selections;</p> <p>12.1.S3.D Know simple, compound and complex sentence and question structures in order to communicate and comprehend;</p>
		Current Events	<p>12.3.S2.B Explain cultural patterns of daily social interaction;</p> <p>12.3.S2.C Explain similarities and differences of daily activities between cultures;</p> <p>12.3.S3.D Apply cultural information from a variety of sources in the target language about a topic being studied in other school subjects;</p> <p>12.5.S2.A Identify local resources for gathering information for practical purposes and for personal</p>

			<p>enjoyment; 12.5.S2.B Identify national resources for gathering information for practical purposes and for personal enjoyment;</p> <p>12.5.S2.C Identify global resources for gathering information for practical purposes and for personal enjoyment</p>
Unit 7, Music and Goethe	25 days	Music Vocabulary	<p>12.1.S3.A Speak and model phrases and sentences with refined pronunciation, rhythm and intonation with accuracy and cultural understanding;</p> <p>12.1.S3.B Know advanced vocabulary and idiomatic expressions used in speaking and writing;</p> <p>12.1.S3.C Recognize advanced vocabulary through listening and reading selections;</p> <p>12.1.S3.D Know simple, compound and complex sentence and question structures in order to communicate and comprehend;</p>
		Expressing Opinions and Conjunctions	<p>12.3.S3.A Explain a variety of services, products and customs of the target culture;</p> <p>12.3.S2.C Explain similarities and differences of daily activities between cultures;</p>
		Johann Wolfgang von Goethe and der Erlkönig	<p>12.5.S2.A Identify local resources for gathering information for practical purposes and for personal enjoyment; 12.5.S2.B Identify national resources for gathering information for practical purposes and for personal enjoyment;</p> <p>12.5.S2.C Identify global resources for gathering information for practical purposes and for personal enjoyment</p>

CVSD German V Curriculum Map

CV Priority Standard/PA Academic Standard	
<p>12.1.S3 Communication in a Target Language 12.1.S3.A Speak and model phrases and sentences with refined pronunciation, rhythm and intonation with accuracy and cultural understanding 12.1.S3.B Know advanced vocabulary and idiomatic expressions used in speaking and writing 12.1.S3.C Recognize advanced vocabulary through listening and reading selections 12.1.S3.D Know simple, compound and complex sentence and question structures in order to communicate and comprehend</p> <p>12.1.S2 Communication in a Target Language 12.1.S2.E Identify words in English that have origins in the target language 12.1.S2.F Explain how the target language has influenced other areas of the school curriculum</p>	
Taught in Unit(s)	
Embedded in all units	
Explanation/Example of Standard	
Recognizing patterns in speech and writing can facilitate language production and comprehension	
Common Misconceptions	
Expressions and phrases translate word for word from one language to another. It is not important for students to practice pronunciation. Word order is the same in German and English. There are no words in English that have origins from the German language. Genders and the formal register are not important.	
Big Idea(s)	Essential Question(s)
Students will work with different types of authentic texts, modes of communication and audiences.	<i>How does one use authentic texts and different modes of communication to communicate with a variety of audiences?</i>
Assessments	
Quizzes, Tests, reading comprehension, written and oral performance assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> ● Expressing and Justifying Opinions ● Conjunctions ● Verbs with Separable Prefixes ● Word Order and Time Expressions ● Subjunctive Past Tense ● Prepositions Review ● Adjective Endings Review ● Verbs/Participles as Adjectives ● Music ● Goethe and der Erlkönig ● Young People and Leisure Time ● Experiences and Traditions (Holidays and Fests) ● Berlin History and Tourism ● Switzerland and Liechtenstein ● Consumerism ● The Media and Current Events 	<ul style="list-style-type: none"> ● Communicate at a proficiency of Intermediate-Mid ● Speak and model phrases and sentences with refined pronunciation, rhythm and intonation with accuracy and cultural understanding ● Communicate using advanced vocabulary and idiomatic expression used in speaking and writing ● Develop and use simple, compound and complex sentence and question structures in order to communicate and comprehend ● Comprehend written and spoken language (sentences, paragraphs, passages) using advanced vocabulary from authentic sources ● Model and represent the cross-curriculum connections in other subject areas for

classmates and language teacher through the target language.

CV Priority Standard/PA Academic Standard

12.3.S3 The Role of Culture in World Language Acquisition

- 12.3.S3.A Explain a variety of services, products and customs of the target culture
- 12.3.S3.B Assess cultural patterns in a variety of social settings
- 12.3.S3.C Compare and contrast the similarities and differences in social institutions between cultures
- 12.3.S3.D Apply cultural information from a variety of sources in the target language about a topic being studied in other school subjects

12.3.S2 The Role of Culture in World Language Acquisition

- 12.3.S2.C Explain similarities and differences of daily activities between cultures
- 12.3.S2.D Know information with details in other subject areas influenced by the target culture

Taught in Unit(s)

Embedded in all units.

Explanation/Example of Standard

Every culture is unique and students will compare and contrast similarities and differences between diverse cultures to help them understand global citizenship.

Common Misconceptions

All cultures are similar or the same.
If something is different than we're used to it is not acceptable or wrong.

Big Idea(s)

Students can investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.

Essential Question(s)

How does the target culture influence and compare to one's own culture?

Assessments

Quizzes, reading comprehension, written and oral performance assessments

Concepts

(what students need to know)

- Music
- Goethe and der Erlkönig
- Young People and Leisure Time
- Experiences and Traditions (Holidays and Fests)
- Berlin History and Tourism
- Switzerland and Liechtenstein
- Consumerism
- The Media and Current Events

Skills

(what students must be able to do)

- Compare and contrast services, products and customs of the target culture
- Comprehend written and spoken language from a variety of authentic sources about services, products and customs of the target culture through
- Write about and dramatize cultural similarities and differences in daily activities in the target language.
- Compare and contrast the German and Swiss cultures.
- Discuss famous Swiss-Germans and their contributions to society
- Use the German language to communicate about current events and topics from other subject areas

CV Priority Standard/PA Academic Standard	
12.5.S2 World Languages in the Community	
12.5.S2.A Identify local resources for gathering information for practical purposes and for personal enjoyment	
12.5.S2.B Identify national resources for gathering information for practical purposes and for personal enjoyment	
12.5.S2.C Identify global resources for gathering information for practical purposes and for personal enjoyment	
12.5.S2.D Identify comparisons and connections about resources in the local, national and global communities where the target language is used and resources where English is spoken or written in those same communities	
Taught in Unit(s)	
Embedded in all units.	
Explanation/Example of Standard	
Students can identify local, national and global resources about German culture and industry for practical and personal uses to help them learn more about their own culture.	
Common Misconceptions	
There are no regional differences (cultural and linguistic) in Germany, Austria and Switzerland.	
Big Idea(s)	Essential Question(s)
Students will understand the role of the target language and culture in local, national and the global community.	<i>What role does the target language and culture have in the local, national and the global community?</i>
Assessments	
Reading comprehension, written and oral performance assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> ● Historical Connections ● Germany's Contributions to a Global Society ● Switzerland's and Liechtenstein's Contributions to a Global Society ● German and Swiss Traditions and Festivals ● Tourism in Germany (Berlin) and Switzerland 	<ul style="list-style-type: none"> ● Use target language skills to communicate interactively for practical purposes and for personal enjoyment of the resources in the local community. ● Use target language skills to communicate interactively for practical purposes and for personal enjoyment in the global community. ● Use speaking, writing and reading to compare and connect local, national and global resources in English speaking communities with the target language resources in those communities. ● Identify and communicate Swiss contributions to society and their impact on global society.