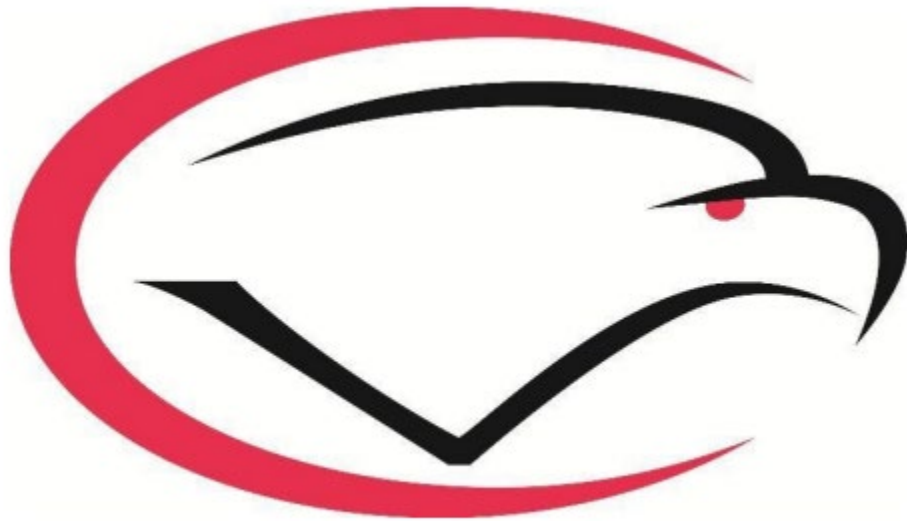


Secondary Curriculum Maps



Introduction to World Language

Cumberland Valley School District

Soaring to Greatness, Committed to Excellence

Introduction to World Language Scope and Sequence

Grade 6		Introduction to World Languages	
Unit	Timeline	Topics	Priority Standards
1: Language Comparison	~5 days	Dialects	12.1.S1.A Know the basic sound system and spelling patterns of the target language.
		Orthographic Comparisons & Cognates	12.1.S1.C Recognize common vocabulary terms through listening and reading. 12.1.S1.E Identify words from the target language that are commonly used in English.
2: Cultural Comparison	~10 days	Geography	12.3.1.S1.A Discuss the fundamental products and customs of the target culture in the target language.
		Customs and Traditions	12.3.1.S3.C Read, interpret, discuss and write about cultural similarities and differences in specific social interactions in two cultures.
		Food	12.3.1.S3.D Research and select culturally competent information from multiple sources for presentation
		Celebrations	
		School Culture	
3: Topics by Language	~7 days	Spanish Topic (family, numbers, alphabet or colors)	12.1.S1.A Know the basic sound system and spelling patterns of the target language
		French Topic (family, numbers, alphabet or colors)	12.1.S1.B Know common vocabulary forms and structures used in basic speaking and writing. 12.1.S1.C Recognize common vocabulary terms through listening and reading.
		German Topic (family, numbers, alphabet or colors)	12.1.S1.D Know simple sentence and question structures in order to communicate 12.1.S1.E Identify words from the target language that are commonly used in English

CVSD Introduction to World Languages Curriculum Map

CV Priority Standard/PA Academic Standard	
<p>12.1. Communication in a Target Language</p> <p>12.1.S1.A Know the basic sound system and spelling patterns of the target language</p> <p>12.1.S1.B Know common vocabulary forms and structures used in basic speaking and writing.</p> <p>12.1.S1.C Recognize common vocabulary terms through listening and reading.</p> <p>12.1.S1.D Know simple sentence and question structures in order to communicate</p> <p>12.1.S1.E Identify words from the target language that are commonly used in English</p> <p>12.3.S1 The Role of Culture in World Language Acquisition</p> <p>12.3.S1.A Identify fundamental products and customs of the target culture.</p> <p>12.3.S1.C Describe similarities and differences of life skills and social structures in personal interactions between cultures.</p> <p>12.3.S1.D Know basic information in school subject areas influenced by the target culture (e.g., Fahrenheit, chocolate, patio).</p>	
Taught in Unit(s)	
Embedded in all units	
Explanation/Example of Standard	
Students need to know and be able to use basic elements of language and how they connect to the culture of the target language and the rest of the world.	
Common Misconceptions	
Online translation is sufficient for communicating and understanding others.	
Big Idea(s)	Essential Question(s)
Students can investigate, explain and reflect on the concept of languages and cultures through comparisons of the languages/cultures studied and their own.	<ul style="list-style-type: none"> ● How do the languages and cultures in Spanish, French, and German speaking countries compare with each other and with that of the United States? ● How is understanding the language and culture of German, French, and Spanish beneficial to our school and community?
Assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> ● Some words in German, French, and Spanish are very similar to their English equivalent. ● Many cognates are similar because they have etymological ties. ● Dialects are different ways people speak the same language. ● Locations of some German, French, and Spanish-speaking countries ● Names of countries in other languages ● Holidays that are celebrated in non-American cultures ● How holidays are celebrated differently in other cultures ● Traditions and customs that are different from American traditions ● Differences between mealtimes/dining in the US and other cultures 	<ul style="list-style-type: none"> ● Identify German, French, and Spanish cognates. ● Describe why cognates are similar. ● Compare one's own dialect to others of the same language. ● Identify German, French and Spanish-speaking countries ● Identify holidays that are celebrated in Spanish, German, and French-speaking cultures ● Compare American Holidays to their German, French and Spanish counterparts ● Compare and contrast meals and dining etiquette between various cultures ● Compare and contrast the school days of various countries and cultures ● Use French/German/Spanish to: <ul style="list-style-type: none"> ○ count 1-30

- differences between schools in the US and schools in French, German, and Spanish-speaking countries
- Numbers 1-30
- The alphabet
- Family member vocabulary
- Colors

- spell and pronounce words
- describe objects using colors
- identify family members