



**Course: World Language**

**Grade Level: 7**

**Unit I**

**Course/Subject:**  
**World Language**

**Grade:**  
**7**

**Unit 1:**  
**French**

**Suggested Timeline:**  
**3 weeks**

<b>Grade Level Summary</b>	World Language is an introductory foreign language class that exposes the students to the rudiments of both French and Spanish over 9 weeks. Students will be introduced to strategies useful for future language learning as well as basic culture information to understand the two languages. Students can use this experience to determine what language they want to take in 8th grade or the future. Students will learn simple vocabulary, a few simple rules of grammar, and elementary rules of good pronunciation. Students will also study basic parts of both Hispanic and French cultures: geography, history, and holidays.
<b>Grade Level Units</b>	<b>Unit 1: French</b> Unit 2: Spanish Unit 3: Culture

<b>Unit Title</b>	French
<b>Unit Summary</b>	In this unit students learn greetings and goodbyes, names and introductions, numbers, the vocabulary to ask about and express feelings, and to ask about and express likes/dislikes/preferences. Students will be introduced to and practice the sounds/pronunciation of the French alphabet and begin to understand the use of accent marks. Students will begin to develop a comfort for using and understanding basic written and spoken French.

<b>Unit Essential Questions:</b> <ol style="list-style-type: none"> <li>How do students gain exposure to the French language in order to begin to develop a basic comfort in using it to communicate?</li> <li>How do students use this exposure to potentially make an informed decision about further language study?</li> </ol>	<b>Key Understandings:</b> <ol style="list-style-type: none"> <li>Names and introductions</li> <li>Greetings/goodbyes/expressions of courtesy</li> <li>The alphabet and accent marks</li> <li>French numbers</li> <li>Likes and dislikes</li> <li>Feelings</li> </ol>
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**Focus Standards Addressed in the Unit:**

<b>Standard Number</b>	<b>Standard Description</b>
<b>Communication 1.1</b>	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
<b>Connections 3.1</b>	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
<b>Comparisons 4.1</b>	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

**Important Standards Addressed in the Unit:**

<b>1.1, 1.2, 1.3</b>	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<b>2.1, 2.2</b>	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
<b>3.1, 3.2</b>	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
<b>4.1, 4.2</b>	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
<b>5.1, 5.2</b>	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
<ul style="list-style-type: none"> <li>Accent marks are not important</li> <li>Word order</li> </ul>	<ul style="list-style-type: none"> <li>Accent marks are important to differentiate pronunciation or meaning between different words</li> <li>Knowing that the French use a different syntax (word order)</li> </ul>

<b>Knowledge &amp; Concepts</b>	<b>Skills &amp; Competencies</b>	<b>Dispositions &amp; Practices</b>
<ul style="list-style-type: none"> <li>Vocabulary for names and introductions</li> <li>Vocabulary for greetings and goodbyes</li> <li>Vocabulary for French numbers</li> <li>Vocabulary for likes/dislikes/preferences</li> <li>Basic sounds of the French alphabet and accent marks</li> </ul>	<ul style="list-style-type: none"> <li>Use basic vocabulary in reading, writing, listening and speaking activities.</li> <li>Be able to introduce oneself to others and ask others for that information.</li> <li>Use alphabet to build comfort and confidence in speaking French.</li> <li>Use and identify numbers for counting and math problems.</li> <li>Be able to express basic likes and dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Collaboration</li> </ul>

<b>Academic Vocabulary:</b>		
<ul style="list-style-type: none"> <li>Accent</li> </ul>	<ul style="list-style-type: none"> <li>Syntax</li> </ul>	<ul style="list-style-type: none"> <li>Lingual</li> </ul>

<b>Evidence: Assessments and Performance Task(s)</b>
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- Homework
  - Speaking/listening assessment
  - Quizzes
  - Project(s)
- 

**Interdisciplinary Connections:**

- Geography
- English: Latin/Greek root words

**Additional Resources:**

- Vocabulary lists and flashcards
  - PowerPoints
  - Authentic print and audio sources
  - YouTube videos
  - Webquests
  - Online interactive resources
  - Teacher created resources
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**Created By:** Northern York County School District World Language Department

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**Course: World Language**

**Grade Level: 7**

**Unit II**

**Course/Subject:**  
**World Language**

**Grade:**  
**7**

**Unit 2:**  
**Spanish**

**Suggested Timeline:**  
**3 weeks**

<b>Grade Level Summary</b>	World Language is an introductory foreign language class that exposes the students to the rudiments of both French and Spanish over 9 weeks. Students will be introduced to strategies useful for future language learning as well as basic culture information to understand the two languages. Students can use this experience to determine what language they want to take in 8th grade or the future. Students will learn simple vocabulary, a few simple rules of grammar, and elementary rules of good pronunciation. Students will also study basic parts of both Hispanic and French cultures: geography, history, and holidays.
<b>Grade Level Units</b>	Unit 1: French <b>Unit 2: Spanish</b> Unit 3: Culture

<b>Unit Title</b>	Spanish
<b>Unit Summary</b>	In this unit students learn greetings and goodbyes, names and introductions, numbers, the vocabulary to ask about and express feelings, and to ask about and express likes/dislikes/preferences. Students will be introduced to and practice the sounds/pronunciation of the Spanish alphabet and begin to understand the use of accent marks. Students will begin to develop a comfort for using and understanding basic written and spoken Spanish.

<b>Unit Essential Questions:</b>	<b>Key Understandings:</b>
1. How do students gain exposure to the Spanish language in order to begin to develop a basic comfort in using it to communicate?	1. Names and introductions
2. How do students use this exposure to potentially make an informed decision about further language study?	2. Greetings/goodbyes/expressions of courtesy
	3. The alphabet and accent marks
	4. Spanish numbers
	5. Likes and dislikes
	6. Feelings

**Focus Standards Addressed in the Unit:**

<b>Standard Number</b>	<b>Standard Description</b>
<b>Communication 1.1</b>	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
<b>Connections 3.1</b>	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
<b>Comparisons 4.1</b>	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

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**Important Standards Addressed in the Unit:**

<b>1.1, 1.2, 1.3</b>	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<b>2.1, 2.2</b>	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
<b>3.1, 3.2</b>	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
<b>4.1, 4.2</b>	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
<b>5.1, 5.2</b>	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

<b>Misconceptions:</b> <ul style="list-style-type: none"><li>• “ñ” is just an n with an accent</li><li>• Word order</li></ul>	<b>Proper Conceptions:</b> <ul style="list-style-type: none"><li>• Ñ is a separate letter in Spanish alphabet with its own sound and place in the alphabet.</li><li>• Knowing that the Spanish use a different syntax (word order)</li></ul>
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<b>Knowledge &amp; Concepts</b>	<b>Skills &amp; Competencies</b>	<b>Dispositions &amp; Practices</b>
<ul style="list-style-type: none"><li>• Vocabulary for names and introductions</li><li>• Vocabulary for greetings and goodbyes</li><li>• Vocabulary for Spanish numbers</li><li>• Vocabulary for likes/dislikes/preferences</li><li>• Basic sounds of the Spanish alphabet and accent marks</li></ul>	<ul style="list-style-type: none"><li>• Use basic vocabulary in reading, writing, listening and speaking activities.</li><li>• Be able to introduce oneself to others and ask others for that information.</li><li>• Use alphabet to build comfort and confidence in speaking Spanish.</li><li>• Use and identify numbers for counting and math problems.</li><li>• Be able to express basic likes and dislikes.</li></ul>	<ul style="list-style-type: none"><li>• Communication</li><li>• Collaboration</li></ul>

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**Academic Vocabulary:**

<ul style="list-style-type: none"><li>• Tilde</li></ul>	<ul style="list-style-type: none"><li>• Syntax</li></ul>	<ul style="list-style-type: none"><li>• Lingual</li></ul>
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**Evidence: Assessments and Performance Task(s)**

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- Homework
  - Speaking/listening assessment
  - Quizzes
  - Project(s)
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**Interdisciplinary Connections:**

- Geography
  - English: Latin/Greek root words
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**Additional Resources:**

- Vocabulary lists and flashcards
  - PowerPoints
  - Authentic print and audio sources
  - YouTube videos
  - Webquests
  - Online interactive resources
  - Teacher created resources
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**Course: World Language**

**Grade Level: 7**

**Unit III**

**Course/Subject:**  
**World Language**

**Grade:**  
**7**

**Unit 3:**  
**Culture**

**Suggested Timeline:**  
**3 weeks**

**Grade Level Summary**

World Language is an introductory foreign language class that exposes the students to the rudiments of both French and Spanish over 9 weeks. Students will be introduced to strategies useful for future language learning as well as basic culture information to understand the two languages. Students can use this experience to determine what language they want to take either in 8th grade or the future. Students will learn simple vocabulary, a few simple rules of grammar, and elementary rules of good pronunciation. Students will also study basic parts of both Hispanic and French cultures: geography, history, and holidays.

**Grade Level Units**

Unit 1: French  
Unit 2: Spanish  
**Unit 3: Culture**

**Unit Title**

Culture

**Unit Summary**

In this unit students learn about the countries that speak Spanish and French to understand more about our neighbors in the world and their languages. Students will explore the concept of cognates in both French and Spanish as related to the English language. Students will discuss the origin of Romance languages and how they influence cognates. Students will explore basic geography of French and Spanish countries and how their inhabitants started to speak either language.

**Unit Essential Questions:**

1. How do we use the knowledge about the countries that speak French and Spanish to understand more about our neighbors in the world and their languages?
2. What is a cognate and how does it relate to learning French or Spanish?
3. How do students use this exposure to the languages to potentially make an informed decision about further language study?

**Key Understandings:**

1. Identification and location of French and Spanish speaking countries of the world
2. What cognates are and how knowledge of them is relevant and useful to studying French and Spanish
3. The origin of Romance languages and their importance to learning French and Spanish
4. Identification and location of French and Spanish speaking groups within the United States and some reasons for their existence

**Focus Standards Addressed in the Unit:**

**Standard Number**

**Standard Description**

**Communication**  
**1.1**

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

**Connections**  
**3.1**

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

<b>Comparisons 4.2</b>	Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
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#### Important Standards Addressed in the Unit:

<b>1.1, 1.2, 1.3</b>	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
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<b>5.1, 5.2</b>	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
<ul style="list-style-type: none"> <li>That the United States was settled only by the British and the only language here was English until recently.</li> <li>Words in French &amp; Spanish are completely different from English words.</li> </ul>	<ul style="list-style-type: none"> <li>That the French and Spanish owned or controlled great portions of the United States and those parts were sold or won in battle to the US but the languages spoken in those areas had been French or Spanish predominantly.</li> <li>Cognates based on the Latin language are visible between French &amp; Spanish with the English language.</li> </ul>

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> <li>Location of French and Spanish speaking countries in the world</li> <li>Cognates</li> <li>Romance Language</li> <li>Location of French and Spanish speaking groups in the United States</li> </ul>	<ul style="list-style-type: none"> <li>Be able to locate on a map countries that speak French or Spanish.</li> <li>Be able to understand a cognate in French or Spanish because of the meaning of the English word.</li> <li>Understanding the development of the Roman Empire and how it brought about the French and Spanish languages.</li> <li>Understand briefly the colonization patterns in the United States by French and Spanish speakers.</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Collaboration</li> <li>Critical thinking</li> </ul>



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**Academic Vocabulary:**

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|-----------|--------------------|-----------|
| ● Cognate | ● Romance Language | ● Culture |
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**Evidence: Assessments and Performance Task(s)**

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- Homework
  - Speaking/listening assessment
  - Quizzes
  - Project(s)
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**Interdisciplinary Connections:**

- Geography
  - History
  - English: Latin/Greek root words
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**Additional Resources:**

- Vocabulary lists and flashcards
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