

# World Language Level 1-1

6671 French 1-1  
6672 Spanish 1-1  
6673 German 1-1  
6674 Mandarin Chinese 1-1

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GRADE: 7

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# COURSE OVERVIEW

## Course Description:

### Level I, Part One

Offered in French, German, Mandarin Chinese, and Spanish

This course is for 7th grade students who are studying a World Language for the first time. Level I Part One begins the development of the three modes of communication: interpretive (listening and reading), interpersonal (two-way communication-listening and speaking, reading and writing) and presentational (speaking and writing to an audience). Students will learn to communicate about personal information, such as: self, family, friends, likes/dislikes, school, pastimes, as well as the basic topics such as numbers, alphabet, weather, etc. Students will gradually and appropriately be immersed in the language in the classroom. The class progresses at a moderate pace to keep the students' comfort level high in their attempts to communicate in a new language. A student at this level is expected to perform at the low to mid novice level: understanding and producing language in familiar and rehearsed situations. Texts and other ancillary materials focus on themes for daily communication.

## Assessment Evidence:

### Common Performance Assessments

	Title of Assessment	Description	Grading Criteria
1	Listening	Activities	District Rubric
2	Speaking	Greetings	District Rubric
3	Reading	Past times	District Rubric
4	Writing	School	District Rubric

## PACING GUIDE

Unit / Assessment Title		Approximate days for instruction and assessment
1. Intro.	Introductory Conversation Assessment	6 weeks*
2. School	Class Schedule Assessment	5 weeks*
3. Activities	Conjugation of Verbs Assessment	5 weeks*
4. Family	Family Activity Assessment	2 weeks*
5. Food	Food Assessment	2 weeks*
	Total	20 weeks

\*pacing will vary between languages

# REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS

**Required Texts/Software:**

Bien Dit 1 - French  
Komm Mit 1 - German  
Realidades 1 - Spanish  
Huanying 1 - Mandarin Chinese

**Supplementary Texts/Software:**

Yabla French (online audio/video)

# Unit 1: Introduction to Language

BRIEF SUMMARY OF UNIT: Students will learn the alphabet, greetings and farewells, personal demographics, colors, numbers, weather, dates, seasons, basic likes and dislikes, etc. Students will also begin to study the basics about the cultures from which the language originates - locations, countries, capitals, etc.

## STAGE 1: DESIRED RESULTS

### *Transfer*

*Students will be able to independently use their learning to...*

- *Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes*
- *Interact with cultural competence and understanding*
- *Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations*
- *Develop insight into the nature of language and culture in order to interact with cultural competence*
- *Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world*

### *Established Goals*

12.1.1.S1.A Recite target language alphabet and associated sounds and basic words with proper accentuation.

12.1.1.S1.B Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family. (Interpersonal Skills)

12.1.1.S1.C Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs.

12.3.1.S1.A Discuss the customs of the target cultures in the target languages.

12.3.1.S1.B Use culturally appropriate memorized expressions and gestures for basic social interactions.

12.1.1.S2.B Speak and write expanded vocabulary phrases and structures in dialogs.

12.3.S1.B Know typical expressions and gestures for basic social interactions in the target cultures.

12.5.S1.C Know where the target language is spoken in the global community.

12.5.S1.D Know simple comparisons and connections that can be made between the target language and English in the local, national and global communities.

### *Meaning*

#### **UNDERSTANDINGS**

*Students will understand that...*

- *Speaking, reading, writing and listening are developed using interpersonal, interpretative, and presentational modes of communication.*
- *Knowledge of culture drives meaningful communication.*
- *Every culture has different practices and perspectives related to social interactions.*
- *Be respectful of similarities and differences in our new awareness.*

#### **ESSENTIAL QUESTIONS**

- *What do you need to do in order to communicate in another language?*
- *How does culture influence communication?*
- *How do social interactions differ among people of different cultures?*
- *How can we use world language to create a better sense of world community?*
- *How can I use what I already know about language to help me learn a new one?*

### *Acquisition*

<i>Students will know...</i> <ul style="list-style-type: none"> <li>● Vocabulary associated with: <ul style="list-style-type: none"> <li>○ Greetings / Farewells</li> <li>○ Personal demographics</li> <li>○ Colors</li> <li>○ Numbers / Time</li> <li>○ Weather / Seasons / Dates</li> <li>○ Likes / Dislikes</li> </ul> </li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>● Greeting, getting to know a classmate (name, age, etc), and stating farewell</li> <li>● Asking and answering how someone is doing</li> <li>● Stating favorites or if they like/dislike something</li> <li>● Explaining weather during certain seasons</li> <li>● Stating dates and times</li> </ul>
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**\*pacing will vary between languages**

#### **VOCABULARY:**

Alphabet, Countries and capitals, Greetings and farewells, Personal demographics - name, age, live, Colors, Numbers, Weather, Dates, Seasons, Time, Likes and dislikes

## Unit 2: School

**BRIEF SUMMARY OF UNIT:** Students will communicate about school and class schedules in different cultures. Students will describe their likes and dislikes regarding classes. Students will identify and describe school supplies.

<b>STAGE 1: DESIRED RESULTS</b>	
<b><i>Transfer</i></b>	
<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li>● <i>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</i></li> <li>● <i>Interact with cultural competence and understanding</i></li> <li>● <i>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations</i></li> <li>● <i>Develop insight into the nature of language and culture in order to interact with cultural competence</i></li> <li>● <i>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</i></li> </ul>	
<b><i>Established Goals</i></b>	
12.1.1.S2.C Comprehend simple spoken and written sentences using an expanded vocabulary in dialogs and short essays.  Standard - 12.2.S1.C Know common vocabulary forms and structures used in basic speaking and writing.  Standard - 12.5.1.S1.A Introduce one's self and respond to simple questions in the local and regional community.  Standard - 12.1.1.S1.F Discuss with classmates and the teacher how the target language has influenced other areas of the school curriculum.  Standard - 12.3.S1.D Know basic information in school subject areas influenced by the target culture (e.g., Fahrenheit, chocolate, patio).	
<b><i>Meaning</i></b>	
<b>UNDERSTANDINGS</b> <i>Students will understand that...</i>	<b>ESSENTIAL QUESTIONS</b> <input type="checkbox"/> <i>How can I use the target language to find out when I have my classes?</i>

<ul style="list-style-type: none"> <li>• The target language can be used to express and discuss time and locations according to one's schedule</li> <li>• The target language can be used to express possession, needs, and wants</li> <li>• There are cultural similarities and differences between schools and school schedules across cultures and regions</li> </ul>	<input type="checkbox"/> How can I use the target language to decide what supplies are needed for each class? <input type="checkbox"/> How can I use the target language to describe my classes? <input type="checkbox"/> How can I use the target language to describe where items are located in the classroom? <input type="checkbox"/> What are the traditions and customs of other cultures in regards to school schedules?
<b>Acquisition</b>	
<i>Students will know...</i> <ul style="list-style-type: none"> <li>• Vocabulary associated with:               <ul style="list-style-type: none"> <li>○ Classroom objects</li> <li>○ School supplies</li> <li>○ School subjects</li> <li>○ Schedules</li> <li>○ Ordinal numbers/ Time</li> <li>○ Class preferences</li> </ul> </li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>• Describing school subjects</li> <li>• Expressing possession or need of school supplies</li> <li>• Explaining or asking about class schedules</li> <li>• Stating class preferences and why</li> </ul>

**\*pacing will vary between languages**

**VOCABULARY:**

Classroom objects, School supplies, Schedule, Time, Class preferences

## Unit 3: Activities / Verbs

BRIEF SUMMARY OF UNIT: Students will describe what various people like (and do not like) to do in their leisure time.

<b>STAGE 1: DESIRED RESULTS</b>	
<b><i>Transfer</i></b>	
<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li>• Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</li> <li>• Interact with cultural competence and understanding</li> <li>• Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations</li> <li>• Develop insight into the nature of language and culture in order to interact with cultural competence</li> <li>• Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</li> </ul>	
<b><i>Established Goals</i></b>	
Standard - 12.1.S1.C Recognize common vocabulary terms through listening and reading  Standard - 12.1.S1.D Know simple sentence and question structures in order to communicate.  Standard - 12.2.1.S1.B Comprehend written sentences and spoken conversations using simple vocabulary and verbs of being, saying, seeing.  Standard - 12.2.1.S1.D Use simple sentence and question structures to comprehend simple written sentences and conversations.	

Standard - 12.3.1.S2.C Write about and dramatize cultural similarities and differences in daily activities in the target language.

**Meaning**

**UNDERSTANDINGS**

*Students will understand that...*

- The target language can be used to state actions in the present tense
- The target language can be used to express preferences
- There are cultural similarities and differences in recreational activities across cultures and regions

**ESSENTIAL QUESTIONS**

- ☐ How can I use the target language to express my preferences?
- ☐ How can I use the target language to express what I am doing and what others are doing in the present?
- ☐ What are the traditions and customs of other cultures in regards to leisure activities?

**Acquisition**

*Students will know...*

- Vocabulary associated with:
  - Activities
  - Subjects

*Students will be skilled at...*

- Stating that they like to do certain activities
- Asking others to participate in an activity
- Stating who does each activity

**\*pacing will vary between languages**

**VOCABULARY:**

hobbies/interests, Verbs, Subjects

## Unit 4: Family

BRIEF SUMMARY OF UNIT: Students will be introduced to basic family vocabulary and relationships. Students will identify and describe family members.

### STAGE 1: DESIRED RESULTS

**Transfer**

*Students will be able to independently use their learning to...*

- Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
- Interact with cultural competence and understanding
- Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations
- Develop insight into the nature of language and culture in order to interact with cultural competence
- Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

**Established Goals**

Standard - 12.1.1.S1.D Use simple sentence and question structures in speaking and writing.

Standard - 12.2.S1.B Recognize common vocabulary terms through reading and listening.



Standard - 12.2.S1.C Know common vocabulary forms and structures used in basic speaking and writing.

Standard - 12.3.S1.C Describe similarities and differences of life skills and social structures in personal interactions between cultures.

### **Meaning**

#### **UNDERSTANDINGS**

*Students will understand that...*

- *The target language can be used to describe relationships between people*
- *The target language can be used to describe my relationships with others*
- *There are cultural and formality differences of how to address friends and relatives*

#### **ESSENTIAL QUESTIONS**

- ☐ *How can I use the target language to express my relationship with others?*
- ☐ *What are the traditions and customs of other cultures with family and relationships?*
- ☐ *How do expressions for family and relationships compare and contrast between cultures?*

### **Acquisition**

*Students will know...*

- Vocabulary associated with:
  - Familial relationships

*Students will be skilled at...*

- Identifying family members
- Describing the likes/dislikes of others
- Explaining when others do certain activities

**\*pacing will vary between languages**

#### **VOCABULARY:**

Family members

## **Unit 5: Food**

BRIEF SUMMARY OF UNIT: Students will identify and describe common and cultural dishes.

### **STAGE 1: DESIRED RESULTS**

#### **Transfer**

*Students will be able to independently use their learning to...*

- *Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes*
- *Interact with cultural competence and understanding*
- *Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations*
- *Develop insight into the nature of language and culture in order to interact with cultural competence*
- *Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world*

#### **Established Goals**

Standard - 12.2.S1.E Identify words from the classical languages that are commonly used in English.

Standard - 12.3.1.S1.A Discuss the fundamental products and customs of the target culture in the target language.

Standard - 12.3.S1.A Identify fundamental products and customs of the target culture.

Standard - 12.1.1.S1.D Use simple sentence and question structures in speaking and writing.

Standard - 12.2.S1.B Recognize common vocabulary terms through reading and listening.

**Meaning**

**UNDERSTANDINGS**

*Students will understand that...*

- *The target language can be used to describe dishes and meals that we eat in our daily lives*
- *Each culture and region share similarities and differences with common food and traditional foods*
- *Be respectful of similarities and differences*

**ESSENTIAL QUESTIONS**

- ☐ *How can I use the target language to describe food?*
- ☐ *What are the traditions and customs of other cultures with foods and mealtimes?*
- ☐ *How does food compare and contrast between foods in countries of the target language and foods with my culture?*

**Acquisition**

*Students will know...*

- Vocabulary associated with:
  - Common foods
  - Cultural foods

*Students will be skilled at...*

- Identifying certain cultural foods
- Identifying common foods
- Explaining when they eat certain foods

**\*pacing will vary between languages**

**VOCABULARY:**

Cultural foods, Common foods, Preferences