



**SPRING GROVE AREA SCHOOL DISTRICT**  
**PLANNED COURSE OVERVIEW**



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| <b>Course Title:</b> World Language Experience<br><b>Grade Level(s):</b> 7<br><b>Units of Credit:</b> .5<br><b>Classification:</b> Elective | <b>Length of Course:</b> 30 cycles<br><b>Periods Per Cycle:</b> 3 single<br><b>Length of Period:</b> 47 minutes<br><b>Total Instructional Time:</b> 70.5 hours |
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***Course Description***

World Language Experience is designed to introduce students to world languages. The students will take one semester of German and one semester of Spanish. The students will be introduced to basic vocabulary and language structures necessary to begin to communicate. Topics address familiar surroundings and the cultures of people who speak the target language.

***Instructional Strategies, Learning Practices, Activities, and Experiences***

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| Bell Ringers<br>Maps<br>Music<br>Question/Answer<br>Kahoot Activities<br>Quizlet | Video Response<br>Closure Activities<br>Entrance and Exit Tickets<br>Discussions<br>White Boards<br>Supplementary Materials | Videos in the Target Language<br>Videos in English<br>Games<br>Technology (MyStory, Google Classroom, Spark Video, Cartoon Generator, Pic Kids, Schoology, etc.) |
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***Assessments***

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| Self-Directed Class Activities<br>Quizzes<br>Class Participation<br>Teacher Observations | Group Activities<br>Tests<br>Verbal Communication Activities<br>Voice Recordings | Homework<br>Projects (individual and group)<br>Writing<br>Asking and Answering Questions in the Target Language |
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***Materials/Resources***

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| Primary Source:<br>Teacher-made Materials | Supplemental Sources:<br>Worksheets, Realia, Media Center, Technology,<br>Authentic Materials (audio, video, text) |  |
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**Adopted:** 1/27/1988

**Revised:** 9/3/1991, 7/21/1999, 8/17/05, 5/21/18

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| CONTENT/KEY CONCEPTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | OBJECTIVES/STANDARDS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p>The students will be able to:</p> <p>Ask for classroom needs to be met in the target language.<br/>                     Examples:<br/>                     ➤ Can I go to the bathroom?<br/>                     ➤ Can I sharpen my pencil?<br/>                     ➤ Can I borrow...?</p> <p>Discuss reasons for learning a second world language.<br/>                     Topics and target language vocabulary may include:<br/>                     ➤ Career and job opportunities<br/>                     ➤ Brain development<br/>                     ➤ Travel experiences<br/>                     ➤ Awareness of cultural influences in the USA</p> <p>Discuss goal setting for language learning and monitoring language development.<br/>                     Examples:<br/>                     ➤ Use digital tools to assess language necessary to express one's ideas.<br/>                     ➤ Examine the language proficiency levels.</p> | <p><b>COMMUNICATION</b><br/> <i>COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES</i><br/>                     1.1 ~ Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.<br/>                     1.2 ~ Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.<br/>                     1.3 ~ Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p><b>CULTURES</b><br/> <i>INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING</i><br/>                     2.1 ~ Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.<br/>                     2.2 ~ Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p><b>CONNECTIONS</b><br/> <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><br/>                     3.1 ~ Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.<br/>                     3.2 ~ Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p><b>COMPARISONS</b><br/> <i>DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE</i><br/>                     4.1 ~ Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.<br/>                     4.2 ~ Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p><b>COMMUNITIES</b><br/> <i>COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD</i><br/>                     5.1 ~ School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.<br/>                     5.2 ~ Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p> |

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| <p>Discuss the calendar in the target language.<br/>                     Examples:<br/>                     ➤ Dates<br/>                     ➤ Months<br/>                     ➤ Years<br/>                     ➤ Days of the week</p> <p>Tell time in the target language.</p> <p>Greet one another politely in the target language.<br/>                     Examples:<br/>                     ➤ Salutations<br/>                     ➤ Expressions of courtesy</p> <p>Say the alphabet and spell your name and words in the target language.</p> <p>Ask and answer basic questions to introduce yourself and get to know others in the target language.<br/>                     Examples:<br/>                     ➤ What is your name?<br/>                     ➤ How are you?<br/>                     ➤ When is your birthday?<br/>                     ➤ Do you...?<br/>                     ➤ Where do you live?<br/>                     ➤ Where are you from?<br/>                     ➤ What are you like?</p> | <p><b>COMMUNICATION</b><br/> <i>COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES</i><br/>                     1.1 ~ Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.<br/>                     1.2 ~ Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.<br/>                     1.3 ~ Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p><b>CULTURES</b><br/> <i>INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING</i><br/>                     2.1 ~ Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.<br/>                     2.2 ~ Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p><b>CONNECTIONS</b><br/> <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><br/>                     3.1 ~ Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.<br/>                     3.2 ~ Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p><b>COMPARISONS</b><br/> <i>DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE</i><br/>                     4.1 ~ Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.<br/>                     4.2 ~ Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p><b>COMMUNITIES</b><br/> <i>COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD</i><br/>                     5.1 ~ School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.<br/>                     5.2 ~ Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p> |

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| <p>Identify countries on a map where the target language is spoken and discuss background information to inquire about why language is spoken in there today.</p> <p>Make connections between words, practices, and ideas in the 1<sup>st</sup> language and the target language/culture.<br/>                     Example:<br/>                     ➤ In Spanish, why is it called "Latin America"?<br/>                     ➤ In Spanish, we use the term "Hispanic." How does it relate to the words "Hispaniola" and "Hispania"?<br/>                     ➤ How are German and Pennsylvania Dutch related?</p> <p>Introduce and describe family members and friends in the target language.<br/>                     Examples:<br/>                     ➤ Use adjectives, adverbs, prepositional phrases, idiomatic expressions.</p> | <p><b>COMMUNICATION</b><br/> <i>COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES</i><br/>                     1.1 ~ Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.<br/>                     1.2 ~ Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.<br/>                     1.3 ~ Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p><b>CULTURES</b><br/> <i>INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING</i><br/>                     2.1 ~ Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.<br/>                     2.2 ~ Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p><b>CONNECTIONS</b><br/> <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><br/>                     3.1 ~ Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.<br/>                     3.2 ~ Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p><b>COMPARISONS</b><br/> <i>DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE</i><br/>                     4.1 ~ Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.<br/>                     4.2 ~ Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p><b>COMMUNITIES</b><br/> <i>COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD</i><br/>                     5.1 ~ School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.<br/>                     5.2 ~ Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p> |

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| <p>Use numbers in the target language.<br/>                     Examples:<br/>                     ➤ Say the date.<br/>                     ➤ Discuss ages.<br/>                     ➤ Do math<br/>                     ➤ Turn to page numbers.<br/>                     ➤ Say phone numbers.</p> <p>Discuss cultural practices and events.<br/>                     Examples:<br/>                     ➤ Holidays and celebrations<br/>                     ➤ Birthdays<br/>                     ➤ Local</p> | <p><b>COMMUNICATION</b><br/> <i>COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES</i><br/>                     1.1 ~ Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.<br/>                     1.2 ~ Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.<br/>                     1.3 ~ Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p><b>CULTURES</b><br/> <i>INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING</i><br/>                     2.1 ~ Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.<br/>                     2.2 ~ Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p><b>CONNECTIONS</b><br/> <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><br/>                     3.1 ~ Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.<br/>                     3.2 ~ Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p><b>COMPARISONS</b><br/> <i>DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE</i><br/>                     4.1 ~ Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.<br/>                     4.2 ~ Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p><b>COMMUNITIES</b><br/> <i>COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD</i><br/>                     5.1 ~ School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.<br/>                     5.2 ~ Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p> |