

Course Description: 7th grade World Language (Spanish and German): In this course, students have a semester of either Spanish or German. Students will learn basic vocabulary to talk about themselves and explore the geography and cultural practices of the Spanish and German speaking countries.

Adopted Course Primary Resource	Supplementary Resources
A variety of book and online resources are used	Various websites, including Quizlet

Standards Addressed In The Course
(Note Essential Standards)

Standard 1: Interpretive Communication(IT) - Students use the target language and cultural knowledge to interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.

1.b Students will be able to identify memorized or familiar words when they are supported by gestures or visuals in texts.

German:

Greetings/
Introduce
yourself
How are you?
Age/Numbers
Colors
Family
Adjectives
Pets
Hobbies
Foods/Drinks
Parts of the
body
Clothing
School supplies
Weather

Spanish:

Greetings/
Introduce your
self
Alphabet
Age/ Numbers
Colors
Family
Food
Hobbies
Parts of the
body
Clothing
Adjectives
Pets

Students will be able to identify, recall, and use learned vocabulary.

Standard 3: Presentational Communication (PS)- Students use the target language, and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment. 3.a Students will be able to introduce self using practiced, or memorized words and phrases, with the help of gestures or visuals	German: Introduce yourself Age Colors Family Adjectives Pets Hobbies Foods/Drinks Spanish: Greetings/ introduce your self Age Family Pets Adjectives Colors Hobbies Food/ Drinks	Students will be able to recall vocabulary and use it to express basic information about themselves. Students will be able to ask for and provide information by asking and answering a few simple questions on very familiar topics, using practiced or memorized words or phrases.
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Standard 4: Intercultural Communication (IC)- Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices and perspectives of diverse and dynamic cultures within their local and global communities. 4.b Students will be able to identify some typical practices, in their own and other cultures, related to familiar everyday life.	German: How are you? (formal and informal address) Culture: Currency Holidays Dining Customs School Various cultural practices Country project Spanish: Holidays Food & Drink Geography Various cultural practices Spanish Speaking countries Culture- Frida Kahlo's autobiography How are you? (Formal vs. informal)	Students will be able to demonstrate their knowledge and understanding of a culture. Students will be able to compare and contrast their own cultural practices to those of the German and Spanish speaking countries.
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Units of Study (Sequenced)	Standards Associated	Key Learning Targets & Essential Vocabulary	Essential Question(s)	Common Assessment	Pacing
Greetings/ Introduce self/How are you?	Standard 2: Interpersonal Communication Standard 3: Presentational Communication	Key Learning Targets: 2.b Students will be able to request and provide information by asking and answering practiced and original questions on everyday topics, using simple sentences. 2.c Students will be able to express one's own preferences or feelings, using a mixture of practiced or memorized words, phrases, and questions. 3.a Students will be able to introduce self using practiced, or memorized words and phrases, with the help of gestures or visuals. Vocabulary: Cognates, Formal vs Informal	How does age, social status, and level of familiarity affect how I address someone? What strategies can I use to increase my level of comprehension?	- Speaking Assessment - 50 Word Vocabulary Assessment	4 days
Alphabet	Standard 2: Interpersonal Communication	Key Learning Targets: 2.a Students will be able to provide information by answering a few simple questions on very familiar topics, using practiced or memorized words or phrases, with the help of gestures or visuals Vocabulary: Vowels, Accent Marks	How does learning the sound system of a language aid with pronunciation and spelling?	-Formative Assessment	3 days
Numbers	Standard 2: Interpersonal Communication	Key Learning Targets: 2.a Students will be able to provide information by answering a few simple questions on very familiar topics, using practiced or memorized words or phrases, with the help of gestures or visuals	How does my own language compare to the target language?	- Speaking Assessment - 50 Word Vocabulary Assessment	4 days

		2.b Students will be able to request and provide information by asking and answering practiced and original questions on everyday topics, using simple sentences. Vocabulary: Cognates, Currency			
Colors	Standard 2: Interpersonal Communication	Key Learning Targets: 2.b Students will be able to request and provide information by asking and answering practiced and original questions on everyday topics, using simple sentences. 2.c Students will be able to express one's own preferences or feelings, using a mixture of practiced or memorized words, phrases, and questions. Vocabulary: Cognates, Adjectives	How does my own language compare to the target language?	- Speaking Assessment - 50 Word Vocabulary Assessment	3 days
Family	Standard 2: Interpersonal Communication	Key Learning Targets: 2.a Students will be able to provide information by answering a few simple questions on very familiar topics, using practiced or memorized words or phrases, with the help of gestures or visuals 2.b Students will be able to request and provide information by asking and answering practiced and original questions on everyday topics, using simple sentences. Vocabulary: Cognates	How does my own language compare to the target language?	- Speaking Assessment - 50 Word Vocabulary Assessment	4 days
Animals	Standard 2: Interpersonal Communication	Key Learning Targets: 2.b Students will be able to request and provide information by asking and answering practiced and original	How does my own language compare to the target language?	- Speaking Assessment - 50 Word Vocabulary Assessment	4 days

		questions on everyday topics, using simple sentences. 2.c Students will be able to express one's own preferences or feelings, using a mixture of practiced or memorized words, phrases, and questions. Vocabulary: Cognates			
Hobbies	Standard 2: Interpersonal Communication Standard 3: Presentational Communication	Key Learning Targets: 2.b Students will be able to request and provide information by asking and answering practiced and original questions on everyday topics, using simple sentences. 2.c Students will be able to express one's own preferences or feelings, using a mixture of practiced or memorized words, phrases, and questions. 3.b Students will be able to express likes and dislikes on very familiar and everyday Vocabulary: Cognates	How does my own language compare to the target language?	- Speaking Assessment - 50 Word Vocabulary Assessment	5 days
Body Parts	Standard 2: Interpersonal Communication	Key Learning Targets: 2.a Students will be able to provide information by answering a few simple questions on very familiar topics, using practiced or memorized words or phrases, with the help of gestures or visuals 2.b Students will be able to request and provide information by asking and answering practiced and original questions on everyday topics, using simple sentences. Vocabulary: Cognates	How does my own language compare to the target language?	- 50 Word Vocabulary Assessment	4 days

Food	Standard 2: Interpersonal Communication Standard 3: Presentational Communication Standard 4: Intercultural Communication	Key Learning Targets: • 2.b Students will be able to request and provide information by asking and answering practiced and original questions on everyday topics, using simple sentences. • 2.c Students will be able to express one's own preferences or feelings, using a mixture of practiced or memorized words, phrases, and questions. • 3.b Students will be able to express likes and dislikes on very familiar and everyday • 4.b Students will be able to identify some typical practices, in their own and other cultures, related to familiar everyday life. Vocabulary: Cognates	How does my own language compare to the target language? Do I understand and appreciate the similarities and differences between my culture and the culture of the countries studied? How does the study of another culture make the world smaller?	- Speaking Assessment - 50 Word Vocabulary Assessment	5 days
Adjectives	Standard 2: Interpersonal Communication	Key Learning Targets: • 2.a Students will be able to provide information by answering a few simple questions on very familiar topics, using practiced or memorized words or phrases, with the help of gestures or visuals • 2.b Students will be able to request and provide information by asking and answering practiced and original questions on everyday topics, using simple sentences. Vocabulary: Cognates, Adjectives	How does my own language compare to the target language?	- 50 Word Vocabulary Assessment	4 days
Spanish: Geography German: Berlin Wall	Standard 4: Intercultural Communication	Key Learning Targets: • Students will be able to identify where Spanish is spoken in the world. • Students will be able to explain the key points surrounding the history of the Berlin Wall.	How does a region's geography, climate and natural resources affect the way people live and work?	- Formative Assessment	5 days

			How does the Berlin Wall symbolize tensions during the Cold War?		
Various Cultural Differences	Standard 4: Intercultural Communication	Key Learning Targets: • 4.a Students will be able to identify, in their own and other cultures, some typical products related to familiar everyday life. • 4.b Students will be able to identify some typical practices, in their own and other cultures, related to familiar everyday life. • 4.d Students will be able to use appropriate rehearsed behaviors, and recognize some obviously inappropriate behaviors in familiar, everyday situations.	Do I understand and appreciate the similarities and differences between my culture and the culture of the countries studied? How does the study of another culture make the world smaller?	-Culture Assessment	Interspersed throughout the course