



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: World Language Experience Grade Level(s): 9-12 Units of Credit: .5 Classification: Elective	Length of Course: 15 cycles Periods Per Cycle: 6 Length of Period: 40 minutes Total Instructional Time: 60 hours
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Course Description

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

Instructional Strategies, Learning Practices, Activities, and Experiences

Bell Ringers Maps Music Question and Answer Kahoot Activities Quizlet	Video Responses Closure Activities Discussions White Boards Supplementary Materials Videos in the Target Language	Videos in English Games Technology (various apps)
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Assessments

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

Primary Source: Teacher-Made Materials	Supplemental Sources: Worksheets, Realia, Media Center, Technology, Authentic Materials (audio, video, text)	
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Adopted: 5/23/22

Revised:

AASG/Board Meetings/2021-2022/March/New and Revised Curriculum Received from Buildings/World Language Experience

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<i>Students studying French, German and Spanish will be able to:</i> • Say classroom survival phrases ○ May I go to the bathroom? ○ May I go to my locker? ○ May I sharpen my pencil? ○ May I borrow ...? • Discuss reasons for learning a second language ○ Career and job opportunities ○ Brain development ○ Travel experiences ○ Awareness of cultural influences in the USA • Discuss cultural practices and events ○ Holidays and celebrations ○ Birthdays • Discuss the calendar in the target language ○ Days of the week ○ Months of the year ○ Dates ○ Seasons and basic weather terms • Count from 0-100 in the target language • Tell basic time in the target language	<u>COMMUNICATION</u> <i>COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES</i> 1.1 – Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. 1.2 – Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. 1.3 – Presentations 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 audience of listeners, readers, or viewers. <u>CULTURES</u> <i>INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING</i> 2.1 – Relating Cultural Practices to Perspectives: Learners use the target language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. 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. <u>CONNECTIONS</u> <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> 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 creativity. 3.2 – Acquiring Information and Diverse Perspectives: Learners will access and evaluate information and diverse perspectives that are available through the language and its cultures. <u>COMMUNITIES</u> <i>DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE</i> 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. 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.

- Greet one another politely in the target language
 - Greetings
 - Salutations
 - Expressions of courtesy
- Say the alphabet and spell words in the target language
- Ask and answer basic questions to introduce yourself and get to know others in the target language
 - What is your name?
 - How are you?
 - When is your birthday?
 - Do you ...?
 - Where do you live?
 - Where are you from?
 - What are you like?
- Make connections between words, practices, and ideas in the first language and the target language/culture

COMMUNITIES

COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD

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.

5.2 – Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.