

# Southern York County School District Instructional Plan

**Course/Subject: Introduction to World Languages**  
**Grade Level: 7**

**Textbook(s)/Instructional Materials Used:** Varied online resources to meet instructional and content needs.

**Month(s):** One

**Unit Plan - 1**

**Stage 1 – Desired Results**

**PA Core Standard(s)/Assessment Anchors Addressed:**

12.1.1.S1.B: Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family. (Interpersonal Skills)  
 12.3.1.S1.A: Discuss the fundamental products and customs of the target culture in the target language.  
 12.4.1.S1.A: Discuss the fundamental products and customs of Greco-Roman culture.  
 12.6.1.S1.B: Discuss the reasons for studying Latin or Greek in a national and global perspective.  
 12.1.1.S1.F: Discuss with classmates and the teacher how the target language has influenced other areas of the school curriculum.  
 12.2.1.S1.E: Find words used in magazines, commercials and advertisements influenced by classical Latin or Greek.

**Understanding(s):**  
*Students will understand . . .*

1. Where romance languages originate and where they are spoken today.
2. The influences of Latin on romance languages as well as on English.
3. How imperialism and commerce helps to spread cultural ideas and products.
4. The variety of monetary values.

**Essential Question(s):**

- How does comparing and contrasting the target language with English helps us better understand the structure and vocabulary of English?
- Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand our own culture?
- How can learning about the practices of another culture give us insight into the values and viewpoints of the people of that culture?
- How does second language study help us in other areas of the curriculum?
- What knowledge and insight can we gain from world language study that would otherwise not be available to us?
- What are some good strategies to help us understand a second language?
- How does appreciation of cultural diversity enhance cross-cultural understanding?

**Learning Objectives:**

**Students will know . . .**

- The history and evolution of language
- The definition of a cognate
- How money has evolved and why Europe uses the Euro

**Students will be able to:**

- Explain the dissemination of romance languages and cultural products.
- Connect L2 meaning through cognates.
- Identify L2 usage in common places of the USA.
- Demonstrate usage of different monetary units.

**Month(s):** Second**Unit Plan - 2****Stage 1 – Desired Results****PA Core Standard(s)/Assessment Anchors Addressed:**

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 fundamental products and customs of the target culture in the target language.

12.4.1.S1.A: Discuss the fundamental products and customs of Greco-Roman culture.

12.6.1.S1.B: Discuss the reasons for studying Latin or Greek in a national and global perspective.

12.1.1.S1.F: Discuss with classmates and the teacher how the target language has influenced other areas of the school curriculum.

**Understanding(s):****Students will understand . . .**

1. Influences of family dynamics of different cultures.
2. The expectation and importance of education and its outcomes.
3. What people find entertaining and how entertainment is accessed.
4. The driving factors of migration in the world and its influence on global demographics.

**Essential Question(s):**

- How does comparing and contrasting the target language with English helps us better understand the structure and vocabulary of English?
- Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand our own culture?
- How can learning about the practices of another culture give us insight into the values and viewpoints of the people of that culture?
- How does second language study help us in other areas of the curriculum?
- What knowledge and insight can we gain from world language study that would otherwise not be available to us?
- What are some good strategies to help us understand a second language?
- How does appreciation of cultural diversity enhance cross-cultural understanding?

**Learning Objectives:**

<p><b>Students will know . . .</b></p> <ul style="list-style-type: none"> <li>• The make ups of different kinds of families in the three target cultures.</li> <li>• What education looks like and what's required for a diploma.</li> <li>• What the target cultures use and do for entertainment.</li> <li>• Why people choose to immigrate and what causes people to make those choices.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify how families and family dynamics look different in different countries</li> <li>• Compare and contrast different educational systems</li> <li>• Find and list different forms of entertainment</li> <li>• Explain the demographics of different countries and the reasons that force people to migrate to another place</li> </ul>
<p><b>Month(s): Third</b></p>	<p><b>Unit Plan - 3</b></p>

**Stage 1 – Desired Results**

**PA Core Standard(s)/Assessment Anchors Addressed:**

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 fundamental products and customs of the target culture in the target language.

12.4.1.S1.A: Discuss the fundamental products and customs of Greco-Roman culture.

12.6.1.S1.B: Discuss the reasons for studying Latin or Greek in a national and global perspective.

12.1.1.S1.F: Discuss with classmates and the teacher how the target language has influenced other areas of the school curriculum.

<p><b>Understanding(s):</b> <b>Students will understand . . .</b></p> <ol style="list-style-type: none"> <li>1. The beginning foundations of French, Latin and Spanish languages.</li> <li>2. The different sounds and pronunciation of the three languages and their comparison to English.</li> <li>3. The concept behind Roman Numerals.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ How does comparing and contrasting the target language with English helps us better understand the structure and vocabulary of English?</li> <li>▪ Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand our own culture?</li> <li>▪ How can learning about the practices of another culture give us insight into the values and viewpoints of the people of that culture?</li> <li>▪ How does second language study help us in other areas of the curriculum?</li> <li>▪ What knowledge and insight can we gain from world language study that would otherwise not be available to us?</li> <li>▪ What are some good strategies to help us understand a second language?</li> <li>▪ How does appreciation of cultural diversity enhance cross-cultural understanding?</li> </ul>
--	---

**Learning Objectives:**

**Students will know . . .**

- The alphabet in the three target cultures
- How pronounce and decipher the three languages (how to identify them)
- Greetings in the three target cultures
- Terms of politness
- Colors
- Numbers
- Days and months

**Students will be able to:**

- Say the alphabet with perfect pronunciation
- Distinguish between the languages with different audio sources
- Greet each other properly in the target language
- Correctly use expressions to convey politeness
- Say and write their colors in the target language
- Count to ten in the three target languages
- Recite the days of the weeks and months of the year