

David E. Owens – World Language Department

Department Philosophy: French/Mandarin/Spanish I is an introductory level course for these languages at the middle school level. This course emphasizes the three modes of communication in the target language and an appreciation for the cultures of the target language-speaking population. World Language study offers students state-wide, national and international perspectives of their world. Priority is given to conversational skills along with the development of grammar and appreciation of culture.

World Language Units of Study

	7 th Grade	8 th Grade
Unit 1	<p>World Language- Cycle Course</p> <p>Students will be able to discuss reasons to learn a foreign language, and they will recognize basic classroom commands. Express simple greetings and expressions of good bye in the target language. Students will identify people using formal titles, and they will use courtesy expressions. Introduce one another, and ask and say where someone is from. Use subject pronouns in order to introduce themselves and others in the target language.</p>	<p>French:</p> <p>Respond to simple classroom commands Recognize and use vocabulary for people Demonstrate ability to introduce people Demonstrate understanding of gender by using correct definite and indefinite articles with nouns Have conversations and introduce self</p> <p>Spanish:</p> <p>Spanish Alphabet Greetings and responses Use flashcards and other visuals to introduce the Spanish alphabet Recite alphabet and various words that use each letter for pronunciation. Special attention mentioned to the “ch” “ll” “ñ” Alphabet song Focus on the sounds of the vowels using the song “La Mar estaba serena” Review question “How do you spell _____ (your name)?” (¿Cómo se escribe_?) Demonstrate ability to introduce people in Spanish Identify different forms of greetings and responses.</p> <p>Mandarin:</p> <p>Identify Pinyin system and basic characters strokes.</p> <p>Greet and responses</p> <p>Asking basic questions about class activities</p> <p>Comprehend directions and commands related to classroom tasks</p> <p>Demonstrate a basic understanding of Chinese pronunciation and tones.</p>
Unit 2	<p>Students will be able to identify numbers 0-31 in the target language. Demonstrate knowledge of asking for phone numbers and give their phone numbers. Express time and answer questions relating to time. Identify days of the week and express the date in the target language.</p>	<p>French:</p> <p>Demonstrate knowledge of food and beverage vocabulary Model understanding of asking and saying you’re hungry or thirsty Exhibit understanding of definite and indefinite articles Model understanding of the difference between formal and informal forms of addressing someone (tu/vous) Discuss the role of the French café</p>

	<p>Identify the four seasons in the target language. Express various weather conditions in the target language.</p>	<p>Spanish:</p> <p>Identify numbers from 0-30 Create number patterns Identify number patterns and create number patterns of their own. Use a telephone directory to give peoples phone numbers. Use digital and analog clocks to identify the time. ¿Qué hora es? Create and present dialogues asking for others phone numbers and give their own.</p> <p>Mandarin:</p> <p>Introduce selves and others in terms of names, ages, genders, professions and nationalities;</p> <p>Recognize basic classroom commands and set phrases for every day communication</p> <p>Express simple greetings and expressions</p> <p>Identify people using formal titles</p> <p>Use of courtesy expressions</p> <p>Exchange simple personal information with others.</p>
Unit 3	<p>Use subject pronouns in the target language. Use all forms of the verb “to be” in descriptions. Students will use adjectives to describe someone. Students will be able to ask someone’s age and birthday.</p>	<p>French:</p> <p>Demonstrate knowledge of verb vocabulary Use models with infinitives to show preferences, likes, or obligation Model issuing and answering invitations Demonstrate knowledge and use of subject pronouns in French Ask and answer questions about their daily activities Respond to statements showing approval or regret</p> <p>Spanish:</p> <p>Identify the difference between masculine and feminine nouns Use definite articles with masculine/feminine nouns in both singular and plural forms Describe people and things using adjectives that match the nouns both in gender (masculine and feminine) and number (singular and plural) Identify the subject in each sentence and determine its gender and number Express likes and dislikes while using descriptive language.</p> <p>Mandarin :</p> <p>Count from 0-99</p> <p>Identify family vocabulary using visuals and TPR (Total Physical Response) activities</p> <p>Identify their address and introduce family members including pets</p>

		Describe people/animals and family relationships using various adjectives
Unit 4	Students will be able to name food in the target language. Students will comment on food. They will be able to take someone's order in a restaurant and to request something. Students will use polite requests and they will talk about meals.	<p>French: Describe other people Ask 3rd person questions Ask questions to identify something Say you know or don't know something Discuss driving in France and contrast it to driving in the US</p> <p>Spanish: Name and recognize school supplies I have(tener- to have) and need (necesitar- to need) for various classes Name various class subjects Describe a class schedule Use the question word How much?/How many? : "¿Cuánto?" and respond with either a lot, many, a few or not any Use tener (to have) and various expressions used with the verb tener Interview other students on what they have and what they may need for various classes.</p> <p>Mandarin: Tell dates and time in daily dialogue</p> <p>Talk about classes, school, schedules and supplies</p> <p>Talk about school events and places in the school community</p> <p>Ask questions and carry on simple conversations about such topics as school and the calendar</p> <p>Give brief oral messages and presentations about friends, classmates and school.</p>
Unit 5	Students will be able to name family members in the target language. Describe people and family relationships. Students will use possessive adjectives to show relationships between people. Identify the difference between masculine and feminine nouns/adjectives.	<p>French: Correctly place adjectives in a sentence (BANGS) Use expressions to get others' attention Know when to use <i>il est</i> and <i>c'est</i> Use a variety of impersonal expressions with <i>c'est</i> Discuss typical social activities for teens in France and contrast them with American teen activities</p> <p>Spanish: Use expressions to talk about various activities students like/dislike. Use question to ask people what things they enjoy and why Demonstrate knowledge to express when and how often students want to do certain things Use regular -ar verbs when talking about things I and others do</p>

		<p>Invite someone to do an activity and respond to invitations? (using the verb querer- to want)</p> <p>Recognize activities I would do when the weather is good and bad</p> <p>Mandarin:</p> <p>Talk about what others like and dislike using the verb xihuan</p> <p>Use adjectives to say why one likes or dislikes something</p> <p>Name and describe Chinese food</p> <p>Recognize the special items for the Chinese New Year</p> <p>Tell the legends about Chinese New Year and zodiac animals</p> <p>Write New Year’s wishes with words in calligraphy</p>
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