

## Scope & Sequence Chinese Grades 7 & 8

### Chinese A

**Prerequisite Knowledge and Skills:** *As this is the first course in the Chinese program sequence, there is no prerequisite knowledge or skills required of students in this introductory course.*

#### Unit 1: Foundations of Chinese

Students are introduced to the foundational knowledge of Hanyu Pinyin. They learn to distinguish and pronounce four tones. They engage in pronouncing and writing syllables and phrases in Hanyu Pinyin. They are also able to greet each other and identify family members in the target language. In addition, students begin to write basic Chinese characters.

#### Unit 2: Let's Count and Ask Questions

Students learn to count numbers. They apply counting skills to tell dates and time and people's ages. They learn question words and patterns and know how to respond to them. In addition, students learn the signs of zodiac animals to tell ages in a Chinese way.

#### Unit 3: My Family and School

Students learn how to introduce family members by providing various facts. Students share what school objects they have and where the objects are.

#### Unit 4: Nations and Sports

Students learn about countries and their languages. They discuss their language abilities. Students express which sports they like, or dislike and which sports are played by different nations. They discuss their sports schedules.

### Chinese B

**Prerequisite Knowledge and Skills:** *Students are equipped with knowledge and skills from the course of Chinese Level A.*

#### Unit 1: My School Life

In this unit, students review what they have learned in the previous school year first and then learn to express their school schedules and after-school sport activities. They also discuss lunch food items and describe how to maintain a healthy school life. In addition, students also understand the Chinese educational system and compare school life in Chinese-speaking countries to the system in the United States.

#### Unit 2: Food and Health

Students explore Chinese and western foods and drinks, understand various ways of cooking foods, and how to maintain a healthy diet in modern life. Students understand traditional diets in different Chinese regions and what tableware is issued in the Western and Eastern dining.

#### Unit 3: Weather and Clothing

Students learn to state seasons, weather conditions, and temperatures. They identify the clothes that

they wear and describe the clothes for different weather conditions and outdoor activities. They also get familiar with styles and beauty of traditional Chinese clothing. In the end, they explore issues of natural damages caused by climate change in China.

**Unit 4: Health and Daily Routines**

Students learn about their body parts and express opinions when body parts show medical symptoms. Students learn to state their daily routines from the moment of waking up to going to bed. They also share and discuss the daily routines to find out what healthy daily routines are for them.

**French Grades 7 & 8**

**French A**

**Prerequisite Knowledge and Skills: *Grade 6 French***

**Unit 1: L'Identité [*Identity*]**

This unit focuses on the concept of identity and the different ways this identity can be expressed. The unit covers how to introduce one's self, how to describe one's family and friends and the relationships between individuals while using the three modes of communication. This unit also explores francophone cultures' views of identity and family.

**Unit 2: La Vie Scolaire [*School Life*]**

This unit focuses on school life including people, places, schedules and student activities in and out of school.

**Unit 3: Les Loisirs [*Leisure Time Activities*]**

This unit focuses on leisure activities, what they are, when and where they can be done as well as how leisure and free time reflect cultural values.

**Unit 4: Bon Appétit! [*Enjoy Your Meal!*]**

This unit focuses on the eating habits, food preferences, food choices in the French speaking world.

**French B**

**Prerequisite Knowledge and Skills: *Language and communication skills developed in French A.***

**Unit 1: Les retrouvailles et le logement [*Reunion and housing*]**

In this unit students will have a brief review of the previous year's content (descriptions, activities, preferences) and will discuss different types and challenges in housing in their culture and in the Francophone world.

**Unit 2: Le Monde d'Hier [*Yesterday's world*]**

This unit focuses on expressing past events, on understanding important figures/events that have impacted the French speaking world.

**Unit 3: La Nourriture et la Santé [*Food and Health*]**

This unit focuses on the different meals and food in France. Cultural perspective on eating and health

in France. This unit also explores the links between food and culture and between food and health in French speaking countries.

**Unit 4: L'avenir [The future]**

This unit introduces students to future challenges and opportunities in the Francophone world as they investigate how and why people in the French speaking world contribute to their communities

## Italian Grades 7 & 8

### Italian A

**Prerequisite Knowledge and Skills:** *As this is the first course in the Italian program sequence, there is no prerequisite knowledge or skills required of students in this introductory course.*

**Unit 1: Greetings and Conversation**

Students are introduced to the different regions of Italy, basic conversational terms, words and phrases, the Italian alphabet, and basic calendar and weather concepts to assist in conversation.

**Unit 2: Family, Home and School Life**

Students are able to describe their family members, classroom, and school schedules. Students also learn about Italian home life in relation to family and traditions and become able to discuss chores that they may be responsible for.

**Unit 3: Pastimes and Hobbies**

Students learn how to talk about and describe different activities, sports, and express preferences. Through the learning of Italian pastimes and what their Italian peers do for fun, students learn how to talk more about the general geography of Italy, major cities, and regions.

**Unit 4: Science, Nature and Technology**

Students explore the world of animals and nature through researching national parks in Italy. Students also read an authentic Italian text about pets. Finally, students explore how technology and associated applications are used in Italy.

### Italian B

**Prerequisite Knowledge and Skills:** *Language and communication skills developed in Italian A.*

**Unit 1: Fashion and Aesthetics**

Students learn how to talk about what they are wearing, describing their favorite clothes and morning routines, and discover the cultural influences of Italian fashion the world over.

**Unit 2: Food and Traditions**

Students learn how to describe food and explore Italian culinary traditions. Students are also able to understand what the different regions of Italy have to offer based on each region's climate and geographical features.

**Unit 3: Music and the Arts**

Students learn how the arts are celebrated in Italy and learn how to express their interests and make comparisons between songs, artists, etc. Students also discover the cultural impact of the Sanremo festival and its global impact.

**Unit 4: Contemporary Life**

Students begin to understand the Italian educational system, make comparisons to our own, and are able to describe what typical Italian students can do in different cities.

## Spanish Grades 7 & 8

### Spanish A

**Prerequisite Knowledge and Skills:** *Students should have a basic knowledge of greetings and farewells, colors, numbers 1-31, and weather expressions.*

**Unit 1: Getting to Know Each Other**

The purpose of this unit is to engage students in the three modes of communication while exploring some of the factors that shaped their own identity and others in their community.

In this context, students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school, and home.

**Unit 2: School Life**

The purpose of this unit is to engage students in the three modes of communication to gain insights into how the values and perspective of a culture influence the education system in the United States and the studied culture.

In this context, students communicate using memorized words and some phrases to talk about familiar topics related to life at school, including people, places, calendars, schedules, and student activities.

**Unit 3: Table for All**

The purpose of this unit is to engage students in the three modes of communication while exploring how food plays an important role in our lives as individuals and members of a global community.

In this context, students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school, and home.

**Unit 4: Healthy Life, Healthy Mind**

The purpose of this unit is to engage students in the three modes of communication while exploring some cultural perspectives on diet and health.

In this context, students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to healthy lifestyles.

## Spanish B

**Prerequisite Knowledge and Skills:** *Language and communication skills developed in Spanish A.*

### **Unit 1: Identities**

The purpose of this unit is to engage students in the three modes of communication to explore how some aspects of an individual identity are expressed in various situations.

In this context, students communicate using memorized words and some phrases when talking about very familiar topics related to self, family, friends, school, and home.

### **Unit 2: Responsible Consumption**

The purpose of this unit is to engage students in the three modes of communication while exploring how social identity in terms of gender, race, class, and (un)fair trades influences our shopping practices in the context of a multicultural society and a globalized world. Students are also introduced to the idea of being mindful of the environmental and social effects of economic decisions.

In this context, students communicate using memorized words and some phrases when talking about very familiar topics related to self, school, and home.

### **Unit 3: The World I Live In**

The purpose of this unit is to engage students in the three modes of communication to reflect on the value of people and places that make their communities special and how decision making and team-work build respect, compassion, and strength of justice.

In this context, students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

### **Unit 4: Eco-Travel**

The purpose of this unit is to engage students in the three modes of communication to explore the cultural immersion of being a responsible tourist while making a positive impact in communities outside the classroom.

In this context, students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about events completed in the past.