

**TITLE:** Introduction to Spanish  
Introduction to French  
Grade 7  
Year 1 – 30 Day Rotation Course

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## **COURSE PROGRAM OVERVIEW**

The 7<sup>th</sup> Grade Introductory Spanish and French classes are part of the 30 day rotation cycle, which in turn breaks down into approximately 17 classes. The students will learn the alphabet and various sounds of the target languages. They will be able to count to 31, express their name, age, birthday, favorite color and favorite number. They will be able to identify the seasons and days of the week. They will learn where Spain, Mexico and France are, what their borders are and some of the major geographical features of each country. Additionally, they will get a brief taste of a cultural learning experience by learning a few songs and celebrating holidays that fall during their rotation. By the end of the rotation, they will be able to use the learned vocabulary to create a mini-dialogue.

<b>Week</b>	<b>Essential Questions</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>
<b>1</b>	How does one exchange greetings and courtesies in target language? How is the target language integrated into our everyday language (cognates) and lives? Spanish – How does immigration have an effect on your everyday life? French – How does French culture influence the US culture.	Principles of effective communication, eye contact, body language, Spanish vocabulary (courtesies – Hello, Goodbye, please & thank you, etc.), recognition of phonetics (names), and gender recognition (Mr. Mrs. Miss)	Speaking Listening Writing	-Teacher Observation -Completed Class Work -Written vocabulary test
<b>2</b>	How are words in the target language pronounced? How does the pronunciation of letters differ from the American alphabet?	Recognition of the target language letter phonetics – using the correct pronunciation in letter identification and spelling comprehension	Speaking Listening Writing	-Spelling and letter identification practice -Written letter identification test
<b>3</b>	Where are the target countries and what unique geographical features are present? How does the geography shape their culture?	Identification of Spain/Mexico and France and their borders. Identification of geographic features of said countries. Identification of colors through activities.	Map reading Pronunciation Speaking Writing	-Teacher Observation -Completed Class Work -Written Geography Test
<b>4</b>	How do I tell someone what my phone number is and how old I am? How do I express my favorite color and what color my clothing is?	Vocabulary – numbers 0-31 Identification of colors through activities.	Simple Math Skills Speaking Listening Writing	-Graded responses -Number and Color Identification Practice -Written Vocabulary test
<b>5</b>	How do I ask what the date is? How do I tell someone when my birthday is? How did the days of the week get their names?	Vocabulary with months, dates, days of the week, seasons. Formation of dates in target language	Speaking Listening Writing	-Written Vocabulary test -Birthdate Project
<b>6</b>	How can I put all of this information together and have a conversation with someone.	Combine all vocabulary to complete summative project	Speaking Listening Writing Performing	-Performed dialogues

Title of Grade Level Instructional Unit: Introduction to Spanish/ Introduction to French - 7<sup>th</sup> Grade

Specific Topics to be Addressed in Unit: Introductions/Presentations, Cognates, Courtesies and Gender Recognition

NJ Core Content Standards : 7.1 A, 7.1B and 7.1 C

Length of Instruction: 200 total minutes (Two 80 minute block periods and One 40 minute period) Grade Level: 7

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**Student Learning Objectives (Concepts/Skills/Attitudes):**

The students will be able to:

1. Make formal and informal greetings.
  2. Ask and answer introductory questions.
  3. Respond with courtesy expressions.
  4. Identify and compare cognates to English.
  5. Identify how target language affects their daily life.
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**Teacher Procedure:**

1. In pairs, have students ask other who they are, and where they are from. The other one answers. Then reverse roles.
  2. Students tell who they are, and where they are from when called on to talk about themselves.
  3. Students will examine the differences when introducing themselves to a peer versus an adult. The class will look at different dialogues, and then have a class discussion on the differences. (Mr. Mrs. Miss and formal you form).
  4. Students will compare and contrast cultural difference from target language and target culture and how it influence their daily lives.
  5. Students will learn about cognates and words used in English from target languages.
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**Culture:**

Topics explored include:

1. Benefits of speaking Spanish.
  2. Greetings and gestures.
  3. Cognates.
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**Student Evaluation:**

1. Students will take a graded test on Introductions.
  2. Teacher will observe student pronunciation during individual/paired oral activities.
  3. Graded class assignments based on subject areas.
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**Materials/Resources Needed:**

1. Various Activities
  2. Various quizzes
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Title of Grade Level Instructional Unit: Introduction to Spanish/ Introduction to French - 7<sup>th</sup> Grade

Specific Topics to be Addressed in Unit: Spanish/French Alphabet

NJ Core Content Standards : 7.1 A, 7.1B and 7.1 C

Length of Instruction: 200 total minutes (Two 80 minute block periods and One 40 minute period) Grade Level: 7

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**Student Learning Objectives (Concepts/Skills/Attitudes):**

The students will be able to:

1. Pronouns alphabet in target language.
  2. Identify letters and sounds in target language.
  3. Spell words to each other in the target language.
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**Teacher Procedure:**

1. Introduce letters in target language with pronunciation practice and song reinforcement.
  2. Teacher dictates letters to students while they identify on personal whiteboard.
  3. Students will spell words to classmates, while classmates identify letters and write them down.
  4. Students will identify sounds through games – alphabet bingo or board races.
  5. Students will create pages in a class alphabet book.
  6. Students will create a song with specific difficult areas of alphabet.
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**Culture:**

Topics explored include:

1. Alphabet in target language – including additional Spanish sounds.
  2. Cognates.
  3. Comparisons to English alphabet.
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**Student Evaluation:**

1. Students will take a graded quiz on alphabet.
  2. Teacher will observe student pronunciation during individual/paired oral activities.
  3. Graded class project assignments based on subject areas.
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**Materials/Resources Needed:**

1. Various Activities
2. Various quizzes

Title of Grade Level Instructional Unit: Introduction to Spanish/ Introduction to French - 7<sup>th</sup> Grade

Specific Topics to be Addressed in Unit: Basic Spanish/French Geography and Colors

NJ Core Content Standards : 7.1 A, 7.1B and 7.1 C

Length of Instruction: 200 total minutes (Two 80 minute block periods and One 40 minute period) Grade Level: 7

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**Student Learning Objectives (Concepts/Skills/Attitudes):**

The students will be able to:

1. Map the locations of Spain, Mexico and France, as well as major cities, border countries, waterway and mountain chains.
  2. Identify basic information about the countries, cities, geographical traits and cultural identifiers.
  3. Label the aforementioned countries and cities.
  4. Identify the basic colors.
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**Teacher Procedure:**

1. Introduce maps of the three main countries and talk about specific geographical traits, important cities, and border countries.
  2. Students will label maps by identifying waterways, cities and border countries.
  3. Students will color maps according to given key.
  4. Students will practice and identify colors in target language.
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**Culture:**

Topics explored include:

1. Spain, France and Mexico as well as cultural and geographic identifiers
  2. Colors.
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**Student Evaluation:**

1. Students will take a graded quiz on countries.
  2. Teacher will observe student pronunciation during individual/paired oral activities.
  3. Graded class assignments based on subject areas.
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**Materials/Resources Needed:**

1. Various Activities
2. Various quizzes

Title of Grade Level Instructional Unit: Introduction to Spanish/ Introduction to French - 7<sup>th</sup> Grade

Specific Topics to be Addressed in Unit: Spanish & French Numbers to 31

NJ Core Content Standards : 7.1 A, 7.1B and 7.1 C

Length of Instruction: 200 total minutes (Two 80 minute block periods and One 40 minute period) Grade Level: 7

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**Student Learning Objectives (Concepts/Skills/Attitudes):**

The students will be able to:

1. Recite the numbers from 0-31.
  2. Identify the numbers in written form.
  3. Ask and state their age and phone numbers.
  4. Add and subtract basic mathematical problems.
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**Teacher Procedure:**

1. Teacher will model pronunciation of numbers and students will repeat.
  2. Students will state numbers to class and/or partner for identification.
  3. Students will ask and state phone numbers and age.
  4. Students will complete basic mathematical equations in target language.
  5. Students will practice numbers through playing Bingo.
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**Culture:**

Topics explored include:

1. Numbers 0-31
  2. Explain how phone numbers in target countries are grouped and said differently than in America.
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**Student Evaluation:**

1. Students will take a graded quiz on numbers.
  2. Teacher will observe student pronunciation during individual/paired oral activities.
  3. Graded class assignments based on subject areas.
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**Materials/Resources Needed:**

1. Various Activities
2. Various quizzes

Title of Grade Level Instructional Unit: Introduction to Spanish/ Introduction to French - 7<sup>th</sup> Grade

Specific Topics to be Addressed in Unit: Spanish/French Calendar

NJ Core Content Standards : 7.1 A, 7.1B and 7.1 C

Length of Instruction: 200 total minutes (Two 80 minute block periods and One 40 minute period) Grade Level: 7

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**Student Learning Objectives (Concepts/Skills/Attitudes):**

The students will be able to:

1. Identify calendar components in target language – days, months, seasons, and cultural holidays.
  2. Use proper date formation and differentiate between how Americans and the people of the target cultures use them.
  3. Create a Birthday Poster using all learned information.
  4. Ask and answer what today's date is, when their birthday is and what is their favorite season.
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**Teacher Procedure:**

1. Teachers will model pronunciation of the months, days of the week, and seasons while students will repeat.
  2. Students will ask and state when their birthday is, what the current date is and their favorite season.
  3. Students will practice writing, stating and reading dates written in the target language
  4. Students will identify popular holiday dates in the target language.
  5. Students will create birthday poster representing their birthdate, season of birth and day of the week born on.
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**Culture:**

Topics explored include:

1. Calendar components & Birthdays.
  2. Holiday comparisons and Holiday dates in both cultures.
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**Student Evaluation:**

1. Students will take a graded quiz on dates and calendar components.
  2. Teacher will observe student pronunciation during individual/paired oral activities.
  3. Graded class assignments based on subject areas.
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**Materials/Resources Needed:**

1. Various Activities
2. Various quizzes