

# **Introduction to World Languages**

## **1 Semester Course for 6<sup>th</sup> & 7<sup>th</sup> Grade**

**Prerequisites:** None.

### **Course Description**

This course is designed to introduce 6<sup>th</sup> & 7<sup>th</sup> grade students to the language and peoples of French- and Spanish-speaking countries so they can develop an affinity and appreciation for the target cultures. Students will explore Spanish for one quarter and French for one quarter.

### **Skills integrated into Intro to World Languages are:**

- Listening- songs, video clips
- Speaking- skits, partner activities and daily practice
- Reading- short cultural pieces, poetry
- Writing- vocabulary practice
- Culture-songs, videos, foods, crafts, celebrations

### **Critical Content**

- Colors, numbers, alphabet
- School
- Body Parts
- Foods
- Geography

### **Major Assignments/Projects**

- Culture project
- Oral practice

### **Major Assessment Tools**

- Oral quizzes
- Daily work

**Resources-**I guess we would make that up...



## World Languages Exploratory

### Vocab Folders

Body parts

Colors

Numbers

Foods

School Supplies

Alphabet

Family & Pets

Calendar

### Culture/Passports

Foods

Mercado/Marché

Teams

Art & Music

Customs

Holidays

Travel Journals

Pop Culture

Geography/Flags

### Benefits:

- Allows for age-appropriate experimentation.
- Allows students who might not otherwise take a WL to experience it in a non-threatening, low-stress environment.
- Collaboration makes for stronger teaching
- Earlier exposure to language is better for approximation of native accent.
- Brain research supports earlier exposure to second and third languages.
- Students can make an informed decision about the language they choose to satisfy the new graduation requirement for taking 2 years of language.

### Realities:

- Need a class each for Elise and Diana same period—so we can switch students at the quarter, or divide the time block as needed. (second set of classes second semester—total 60 spots per semester.)
- Need rooms that have a sliding wall because we plan to team-teach the cultural part of the curriculum.
- Common planning nice, but not a deal-breaker (we'd be doing team-planning.)

## Phillips, Elise

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**From:** ~~Clapp, Kelly~~  
**Sent:** Wednesday, April 25, 2012 9:30 AM  
**To:** ~~Johnson, Diana; Phillips, Elise~~  
**Subject:** meet with Sean and Kelly

**Importance:** High

Do you guys have time to meet with us briefly to discuss the world language class and your elective options for next year?

We have been working on staffing and need some input.

kc

~~Kelly A. Clapp, Principal~~  
Redmond Junior High  
425-936-2442

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\* visit different French/  
Spanish speaking  
countries  
\* folders / journals /  
passports are used  
for both classes

### Benefits:

- Allows for age-appropriate experimentation. (good for this age group)
- Allows students who might not otherwise take a WL to experience it in a non-threatening, low-stress environment.
- Collaboration makes for stronger teaching
- Earlier exposure to language is better for approximation of native accent.
- Brain research supports earlier exposure to second and third languages.
- Students can try out both languages and see which one they'd like to continue (or choose option #3).

### Realities:

- Need a class each for Elise and Diana same period—so we can switch students at the quarter, or divide the time block as needed. (second set of classes second semester—total 60 spots per semester.)
- Common planning nice, but not a deal-breaker (we'd be doing team-planning.)
- 142 incoming 6<sup>th</sup> & 7<sup>th</sup> graders have pegged this class as a top elective choice.

1.0 Spanish  
0.4 French  
0.5 WL  
0.2 Japanese