

**Principles for a Functional, Integrated Skills Approach to Teach World Languages**  
 from *¡Claro que sí!* by Caycedo Garner, Rusch and Domínguez 3rd Edition

- ❖ *We learn by doing.*
- ❖ *Skill integration (speaking, listening, reading, writing) promotes language development. Skill integration includes the interpersonal, interpretive, and presentational modes of communication with an emphasis on the Path to Proficiency.*
- ❖ *Language is culture and culture is reflected in language.*
- ❖ *Comprehensible Input and Self-expression in the language contribute to attaining higher levels of proficiency.*
- ❖ *Recycling of material is essential in order to move from learning to acquisition.*
- ❖ *Learning is enhanced when it is enjoyable.*

**The Path to Proficiency in French or Spanish**

The main goal of your French or Spanish class is to help you move up the “Path to Proficiency” as you are able to perform more tasks in the language. Daily objectives will tell you what you will be able to **DO** in the language by the end of the lesson. “**I can**” statements will be clear every day, and you will be able to perform the specific communicative task(s) by the end of the class. You will also receive a “Roadmap for Success” for each unit to show what you will be able to do with the language by the end of the unit.

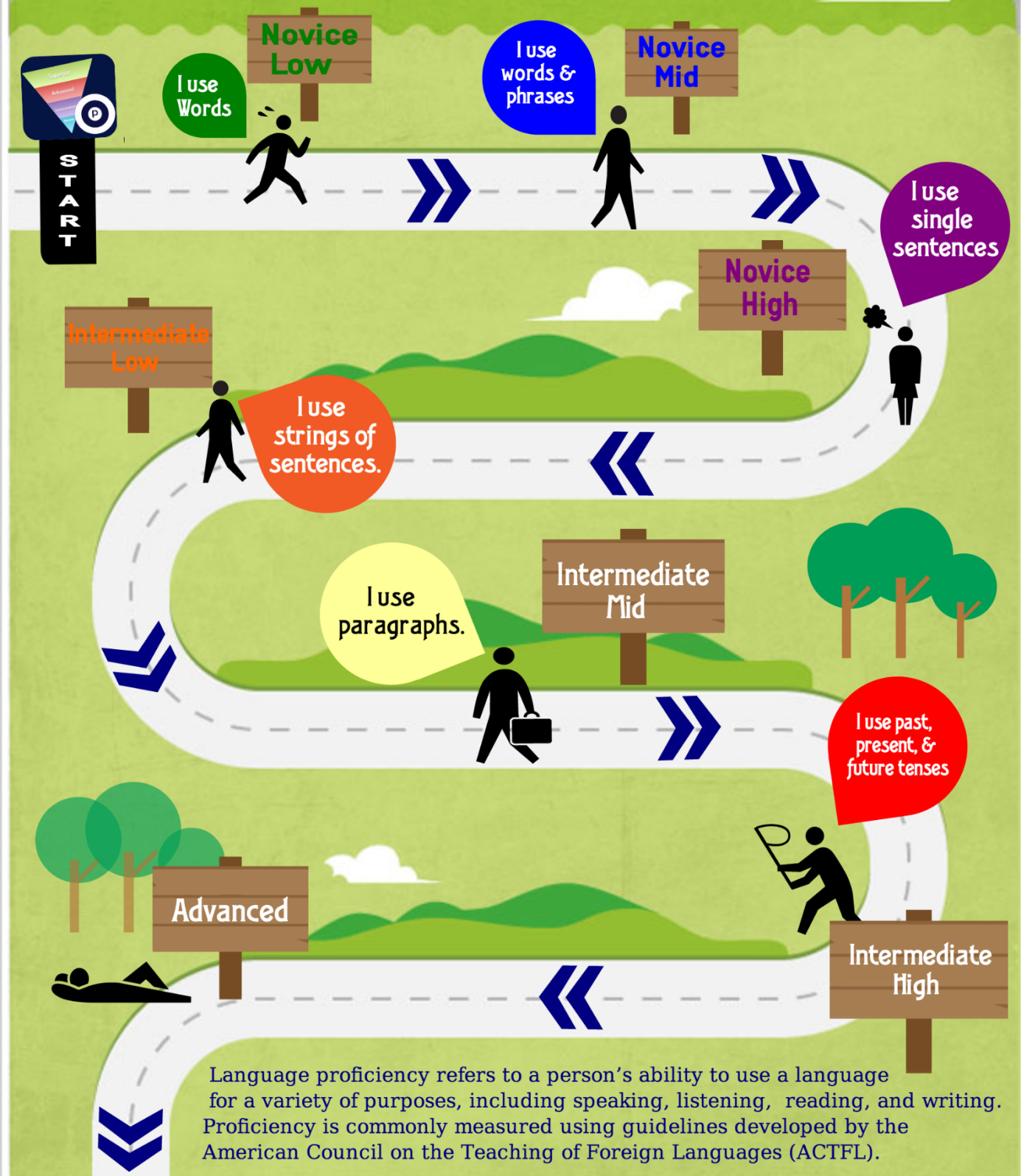
**Language Functions**

**French Text & Workbook:** *Bien dit! Level 1.* Holt McDougal.

**Spanish Text & Workbook:** *Realidades Level 1.* Pearson.

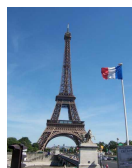
<b>Spanish and French Themes</b>	
<b>Review: Who am I?</b>	
Origin, Age, Descriptions, Likes and Dislikes, Family and Friends	
<b>Invitations</b>	
Hobbies and Activities, Places to go, Accepting or Refusing, Giving Excuses, Talking about what you have already done, Getting ready to go out	
<b>At Home</b>	
Describe where people live, Tell which chores you must do at home	
<b>Around Town</b>	
Places in Town, Shopping, Ordering Food in a Restaurant	
<b>Vacations</b>	
Traveling or Staying Home, Places to Go, What you are going to do during vacation	

# Path to Proficiency



## Grading Policies for Grade 8 French and Spanish

- **Homework/Classwork:** Assignments (15-30 minutes long). All homework and classwork equal one test grade per trimester. **HW = .1 or 1/10 of a quiz**
- **Quizzes:** Once or twice a week on grammar, vocabulary/expressions, and culture. Quizzes lower than a 75% may be retaken for up to a 75%.  
**Quizzes = 1**
- **Tests:** At the end of almost every chapter. Tests equal three quizzes. There are listening, reading, writing, vocabulary, grammar, culture, writing and speaking sections on tests. Tests lower than a 75% may be retaken for up to a 75%. **Tests = 3 quizzes**
- **Midterm Exam:** Equal to three tests. Taken in February. It is also a large part of your high school placement.  
**Midterm Exam = 9 quizzes**
- **Writing & Speaking Assessments:** For almost every chapter there will be a writing and a speaking assessment based on the theme of the chapter.  
**Writing & Speaking Assessments = 2 quizzes**
  - Writing assignments may be in the form of a letter, a description, a newspaper article, a cartoon, advertisements, etc.
  - Speaking assessments may be a skit, a dialogue, a spontaneous conversation with clues given in English, etc.
- **Final Cultural Research Project:** There will be a Google Slide or video presentation about an imaginary (or real) vacation you took to a Spanish or French-speaking city. This project is worth a quiz and a test grade. This project will be presented as a slide show or as a video.  
**Cultural Project = 4**
- **Sharing News (Nouvelles or Noticias):** Students share news in French or Spanish. They start with a 70% and work their way up to a possible 100%. They gain two points for sharing news in French or Spanish. They lose two points if they speak in English. **News = 2**
- **Class contribution & Behavior Grade:** Students are graded every term on readiness, the use of French or Spanish in class & behavior. This is worth a double quiz grade. **Class contribution & Behavior = 2**



## Behavior Plan and Classroom Rules

1. **Be respectful:** Respect Mrs. Vosseler, people and property in the classroom. Señora or Madame: Address Mrs. Vosseler as Señora or Madame. These are authentic titles of respect.

People: No cursing, teasing, gossiping, tattling, joking negatively or talking negatively about anyone. No personal grooming, for example brushing or braiding hair, putting on nail polish, etc.

Property: No writing on the board without the teacher's permission, no sitting on desks, no touching anything on the teachers' desks in Room A308 without permission, no opening of filing cabinets, no tampering with the homework board or detention list. Absolutely **NO writing on desks**. Clean up ALL trash from the floor before leaving the classroom.

2. **Be attentive:** Follow procedures the FIRST time they are given. No side conversations, writing of personal notes. Follow the "Give Me Five" procedure or listen for the bell.
3. **Be patient:** Wait for verbal permission from Mrs. Vosseler to speak or to leave your seat. Raise your hand! Don't call out! If you have a question, perhaps a classmate can help you. The teacher will get to you in time.
4. **Be aware:** Observe all rules in the student handbook.
5. **Be prepared:** Have your binder, a pencil or pen and your homework every day when you ARRIVE to class. Get out your homework and start working on the assignment Mrs. Vosseler gives to you as you enter the classroom. Or, write down the homework assignment due the next day that will be written on the board.

### **If you choose to break one of the above rules:**

- 1<sup>st</sup> time:** Lunch intervention
- 2<sup>nd</sup> time:** Call or email home
- 3<sup>rd</sup> time:** Student is sent directly to the office or to table outside Mrs. Petrie's room

**Repeated disruptions or disrespect:** Daily emails will be sent to parents or guardians with a behavior report for that day. This lasts a week or two weeks.

**Severe disruptions or disrespect:** A student will be sent immediately to the Middle School office and/or have to call home to explain what disruptive or disrespectful behavior occurred.

## **CLASS CONTRIBUTION & BEHAVIOR GRADE**

### **Middle School World Language**

#### **Readiness:**

- 5 Always prepared for class; ready to work; has all materials; enthusiastic attitude
- 4 Usually prepared for class; usually ready to work; usually has all materials; has good attitude
- 3 Sometimes unprepared for class; at times missing materials, but tries in class
- 2 Late for class; usually unprepared; often missing materials; gives little effort
- 0 Late for class; unprepared; almost always missing essential materials; gives no effort

#### **Use of Spanish or French in Class:**

- 5 Voluntarily contributes in Spanish or French everyday
- 4 Often contributes in Spanish or French
- 3 Speaks in Spanish or French when called on; sometimes voluntarily
- 2 Speaks in Spanish or French only when called on
- 0 Avoids using Spanish or French

#### **Behavior:**

- 5 Student is polite and respectful to both teacher and classmates; behavior helps class progress
- 4 Student is polite and respectful to both teacher and classmates; behavior almost always helps class progress.
- 3 Behavior sometimes disrupts class progress.
- 2 Behavior often disrupts class progress.
- 0 Behavior causes problems on a daily basis.

**Add-up all your points:** = \_\_\_\_\_ / **15** = \_\_\_\_\_ %