

**7<sup>th</sup> Grade Spanish and French**  
**Manchester Essex Regional Middle School**

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Year: 2008-2009

**Course Description:**

The 7<sup>th</sup> grade Spanish and French courses utilize the textbooks *¡Ven Conmigo!* and *Allez, Viens !*, respectively. Each course covers the Preliminary chapters and chapters 1-6 of the textbook. Students also complete the corresponding activities in the *¡Ven Conmigo!* and *Allez, Viens !* workbooks. Throughout the courses, students will engage in activities, conversations, and exercises that both help them improve their listening, speaking, reading, and writing in Spanish or French, and also help them become more aware of Spanish-speaking or Francophone cultures.

**Materials:**

- 3-Ring binder and lined paper
- Textbook: *¡Ven Conmigo!* Or *Allez, Viens !*
- Workbook: *Cuaderno de Gramática* Or *Travaux Pratiques de Travail*
- Reader: remains in classroom
- Writing implements (pen, pencil, highlighter)
- 1 Package of clear plastic sleeves
- 1 Package of notebook dividers, labeled:
  - 1) *¡Ahora Misma!* or *Commençons*
  - 2) Workbook / Homework
  - 3) Class Notes / Handouts
  - 4) Tests / Quizzes
- 3x5 cards (keep in supply throughout the year!)

**Goals:**

- 1) To learn real-world skills**

In the real world, speaking Spanish or French means giving a prompt, assertive response to the taxi driver asking, "Right or left?" in the target language. The course seeks to prepare students for using Spanish or French in real-world encounters by practicing the languages in real conversational situations.

Examples: setting up a Mercado and taking turns buying and selling produce, group work, skits, "News" sessions

## **2) To foster curiosity, risk-taking, and awareness**

Inherent to learning a new language is a certain level of discomfort. For one thing, we do not understand much of what we hear or read! For another thing, regardless of how hard we try, we inevitably make mistakes in speaking and writing—even in our native language. Therefore, this course seeks to encourage curiosity, risk-taking, and awareness as habits which will help students learn the language over time.

Examples: grading based on communicative clarity, safe environment fostered where students feel comfortable participating

## **3) To empower students as citizens**

Students will continue to develop the literacy skills necessary to be full and active participants in the increasingly diverse democracy in the United States and in the increasingly interdependent world as a whole.

Examples: skill in comparing and contrasting cultures, solid understanding of Spanish or French grammar and vocabulary to be able to communicate across cultures, listening skills in order to understand and grow

## **Daily Routine:**

### **¡Ahora Misma! or Commençons!**

An assignment for you to work on before the bell rings and in the first few minutes of class will be projected from the LCD or written on the board. It will get you ready for our day's work by activating background knowledge and by helping you make connections to your daily lives.

### **Daily Topic, Agenda, and Objectives**

When you enter class each day, these three things will be posted so that you will know the plan for the day and will know what you will be able to do by the end of class

### **READINESS**

I will check to ensure that you all have out and ready on your desks the following:

- 1) covered textbook
- 2) appropriate binder including your homework
- 3) writing implement

### **Mini-lesson** or review

These periods of direct teaching will introduce new concepts or review old ones and will last fewer than 10 minutes. During this time, you should take notes in your binder.

### **Practice**

The bulk of each class will be spent practicing! Practice will include drills, games, competitions, conversations, skits, etc. that help you learn the concepts covered in the mini-lessons. Some of our favorites are the flyswatter activity, 3-to -the-board, battleship, bingo, musical chairs, charades,

and jeopardy. Sometimes, you will work alone and sometimes with partners or in groups.

### **Summary**

At the end of each lesson, we will do a summary activity in which you will pull out the most important ideas we covered and either write them, tell them to someone, sort them in a graphic organizer, etc.

### **Homework**

Daily homework will be posted at the beginning of each class. It is essential to keep up with homework assignments in order to keep pace with the course and to reinforce and recycle concepts that we have covered during the class. We will go over the answers during our next class both visually and verbally. I will also answer any questions about the homework or review any concepts as necessary. **You will be responsible for self-correcting your answers against the posted answers and marking corrections.** Please be aware that homework not turned in on time will receive a zero grade, and you may be asked to remain after school to complete the assignment.

### **News : Noticias or Nouvelles**

Once we have developed our communication skills to the point where we can put together sentences, we will spend some time during class sharing news. Everyone is encouraged to participate in Spanish/French. You are free to talk about anything you'd like, as long as it is in the target language. You might talk about what you did over the weekend, about your upcoming game, or about your pet turtle. Contributions earn 2 points toward your speaking grade.

### **Class participation:**

Active class participation is a huge part of Spanish and French class! Your contributions to the class boost your own learning and your classmates' learning as well. Every student needs to be engaged and willing to interact each day. Of course, everyone has difficult days on occasion, so if you're having one of those days, just let me know before class.

I expect all of you to:

- 1) Be ready to learn when the bell rings**
- 2) Give your best effort and keep a positive attitude**
- 3) Participate voluntarily in Spanish/French**
- 4) Encourage each other to do the above**

I hold all of you to the highest standards of group interaction. If you chose to break our Code of Conduct, you may be required to complete an Action Plan and/or to stay after school.

From the first full weeks of school, we will speak in 100% Spanish or French in class! This will be a challenge, but you will be amazed at how well you will be able to communicate as the year goes on!!! I will give you a sheet with key phrases in Spanish/French that will allow you to refresh your memory if you get stuck! You will receive a bank of points at the beginning of each quarter for your Speaking Grade. Every time you voluntarily contribute in Spanish/French, you will earn 2 points toward that grade. However, if you chose to speak in English, you will lose 2 points each time. English will only be allowed for your Cultural Research Project.

**Assessment:**

- 1) Homework Daily 3 pts /quarter
- 2) Mini-Quizzes Daily-ish! .5 points each
- 3) Tests One per chapter 3 points each
- 4) Midterm 6 points (included in 2<sup>nd</sup> quarter)
- 5) Final 6 points (included in 4<sup>th</sup> quarter)
- 6) Essays/Speaking Assessments 2 points each
- 7) Research Project 3 points
- 8) Speaking in Spanish/French 3 points
- 9) READINESS 3 points (1<sup>st</sup> quarter only)

Student Signature                      Date              Parent/Guardian  
Signature                      Date

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# Procedures

Procedures are methods or processes for getting things done in the classroom. They should become habits for all of us.

**Starting the Class:** You should be in your seat and working on the “Ahora Mismo” or “Commençons” when the bell rings. Every day, you should have out and ready on your desk: 1) covered textbook 2) assignment notebook 3) binder 4) writing utensil. **You will always get a chance to get up and move around during the class! So, I ask that you get seated right away when you enter the classroom.**

**Getting Everyone’s Attention:** If anyone in the class wants everyone’s attention, s/he should **RAISE A HAND** and keep it raised until all eyes are on her or him. During group work, I will raise a hand to indicate that you should finish your thought and then stop. If you see my hand raised during group work, raise your hand. We will wait until everyone has had a chance to finish what s/he was saying and the room is quiet.

**Handing in Work:** Each class has a designated file tray. You should get up to hand in work / tests / quizzes to the appropriate tray when you finish. Then, check the agenda on the board to figure out where you should turn in your textbook or what you should get out to work on next.

**Group Work:** Most days, you will work in a small group for part of the class. I will mix up the groups regularly. Within your group, you may be assigned the following roles:

- Group leader
- Materials manager
- Recorder
- Reporter
- Directions Verifier
- Time manager

**Learning Partners:** We will fill out map buddy sheets the first week of school. You will use the map to find new learning partners for paired work throughout the year. Please keep your map handy and protected in a plastic sheet!

**Seeking Help:** Please ask your classmates for help and use the resources you have around you (textbook, handouts, notes). If you are still confused, you may raise your hand to signal that you have a question.

**Asking to Use Lavatory or Go to the Nurse:** Raise your hand and ask in Spanish/French. Only one student may leave at a time. You will need to record the time you leave and return on a pass.

**Transitioning Between Activities:** This should be done quickly and smoothly within 2 minutes of receiving instructions.

**Dismissal of Class:** I will almost always give you a summary activity to complete before the end of class. Before leaving class, you should finish this activity and check with me. If you finish and the bell rings, you may leave.

**Tardy with a Pass:** Enter quietly. Give your pass to me. Observe what other students are doing, and integrate into the activity without disruption. You should consult the agenda on the board to be sure you're familiar with the plan for the day. You are considered tardy if you are not in your seat ready to work when the bell rings.

**Absent:** Consult your homework buddy to find out what homework was assigned while you were out. You will need to make up all work that you missed while you were absent: you have one day for every day you were absent to make it up. You can find the handouts you missed in the "Absent" basket. You should also check in with me to double check that you have all assignments you missed and to go over the questions you

have. Once you have handed in all make-up work, check with me again to verify that you are all caught up.

# Action Plan

1.) What is the problem?

2.) What are some of the things causing the problem?

3.) What are some steps you might use to solve the problem?

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_