

**Chattanooga School for the Arts and Sciences**  
**4<sup>th</sup>/5<sup>th</sup> Grade Syllabus 2015/2016**  
**Madame Tucker- French**  
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*The purpose of language instruction is to provide students with what they need  
so they can progress without us.*

Stephen Krashen

**TENNESSEE DEPARTMENT OF EDUCATION FOREIGN LANGUAGE STANDARDS\***

1. Communicate in a language other than English.
2. Gain knowledge and understanding of other cultures.
3. Connect with other disciplines and acquire information.
4. Develop insight into the nature of language and culture.
5. Participate in multicultural communities at home and around the world.

**CLASSROOM RULES/EXPECTATIONS**

1. Listen actively with the intent to understand. (**SLANT**)\*\*
2. Follow directions the first time they are given.
3. Perform TPR commands/ participate appropriately in activities, stories, etc.
4. Employ “actor’s toolbox.” (Control body, voice and imagination; concentrate and cooperate.)
5. Use and practice the French/Spanish you've learned; avoid English.
6. Honor the CSAS Lower School student pledge. (I promise I will respect myself and others, behave in a responsible manner at all times, and be a positive role model for my school and my community.)

**REDIRECTIONS**

1. Visual, proximal redirection.
2. Verbal reminder.
3. Reflection time in F.L. classroom.
4. Completion of CSAS “conduct slip.”
5. Phone call or note to parent.
6. Referral to Principal.

The CSAS elementary discipline policy applies to ALL students at all times. Self-regulation is integrated with performance in a foreign language classroom. Parents and students should familiarize themselves with the “evaluation rubric” below. Please note that the chart represents the full range of assessment categories and shows the expectations for each. Student evaluation may not include all of these categories at each grading period.

\*K-5 National Standards for Foreign Language Learning are posted in the classrooms.

\*\***SLANT** = 1) Sit up straight.

2) **L**ook and **L**isten.

3) **A**sk and **A**nswer questions in French/Spanish.

4) **N**od to show understanding.

5) **T**rack the teacher with your eyes.

## EVALUATION RUBRIC

Assessment Categories 20% each	(F) 69 and below Unsatisfactory	(D) - 70 -74 Needs Improvement	(C) - 75 -84 Average	(B) - 85 - 92 Above Average	(A) - 93 - 100 Excellent
<b>ORAL: (Verbal Responses in Target Language (TL: Fr./Sp.) and Pronunciation</b>	Student speaks in English. Student demonstrates no attempt to apply pronunciation guidelines.	Student speaks in English. Limited attempts at correct pronunciation.	Student applies some pronunciation guidelines, but minor misunderstandings occur for a sympathetic listener. Makes some attempts to apply TL.	Student usually applies pronunciation codes correctly and could be understood by a sympathetic listener; attempts short statements and questions in TL.	Student applies pronunciation guidelines correctly would be easily understood by a native speaker. Student asks questions in TL and applies learned vocabulary to create original phrases in appropriate situations.
<b>Responsible Learning Behaviors</b>	Never makes use of classroom resources and is not focused on learning.	Needs reminders to refer to classroom resources & stay focused.	Sometimes uses classroom resources. Occasional reminder to focus on learning.	Usually shows responsibility for learning by using classroom resources & making efficient use of class time.	Shows responsibility for learning by making excellent use of all class time & using classroom resources.
<b>PARTICIPATION: Active Listening Physical Responses Verbal Responses Engagement with stories and dramatizations</b>	No evidence of listening or disregards others when they speak; does not follow TPR commands or class stories;; attempts to distract others.	Requires frequent reminders to be an attentive listener; provides minimal responses to TPR commands and class stories.	Usually listens actively; provides adequate responses to TPR commands and class stories.	Student gives appropriate oral and physical responses and shows active listening by tracking teacher.	Student gives enthusiastic and appropriate oral and physical responses to TPR & stories and shows clear evidence of listening through body language and facial expressions.
<b>SEMINAR &amp; TASK PERFORMANCES: Formal and Informal Assessments (Written, Visual, Dramatic)</b>	Student demonstrates no evidence of understanding of concepts taught. No productive effort is made to participate in Seminar.	Student shows limited evidence of understanding of concepts taught. Student used English only during Seminar activities.	Student demonstrates adequate understanding of learned material. Student uses some basic Seminar phrases in French/Spanish.	Student exhibits strong understanding of concepts taught. Student draws from basic Seminar phrases in French/Spanish as well as previously learned expressions.	Student exhibits exceptional understanding and application of concepts taught. Thoughtful expression in the TL is employed during Seminar.
<b>LITERACY: Reading and writing in Target Language</b>	Student makes no attempt to apply reading and writing skills in TL.	Student requires frequent prompting to apply reading and writing skills in TL.	Student demonstrates adequate application of reading and writing skills in TL.	Student successfully incorporates age-appropriate reading and writing skills in TL.	Student creatively uses previously learned vocabulary to practice and build reading and writing skills in TL.

**HOMEWORK:** It is expected that students will regularly tell their families the main vocabulary structures we've practiced in class and, when appropriate, re-tell and explain class stories; however, you will not see homework papers for your student for French and Spanish

**MAKE-UP WORK:** 98% of elementary foreign language learning is interactive. Classes meet twice weekly and it will be extremely difficult for students to make up absences. Students should always check with the teacher, and plan to attend the first available tutorial after any absence. Tutorials will be offered on Monday and Thursday mornings from 8:20-8:45, except for weeks of morning duty.

**PROJECTS:** The TPR stories are ongoing, in-class coached projects. As we embark on other projects, students will receive written explanations and rubrics to guide their work.

**SEMINAR:** Seminar is a core component of a Paideia education, providing great opportunities for both learning and assessment. Active participation is expected, with students communicating in French/Spanish as expressions are learned.

**ASSESSMENT:** Along with our constant checking for understanding we will regularly give brief formative assessments to inform curriculum and to ensure student progress. Because students are taught using appropriate language acquisition strategies those who listen and participate in class generally experience success and students are not expected to study in advance. In the event mastery is not achieved, students will have the opportunity for tutoring and to retake tests and quizzes. It is the student's responsibility to come to tutorials when support is needed.