

Teacher Name: Emily Burden
Course Title: Spanish 3-4
Tutoring: By Appointment In-Person

Room # C 221
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Course Description:

Spanish 3-4 serves as a continuation of Spanish 1-2 as it prepares students to communicate with a novice high to intermediate fluency level of Spanish: to converse with others, express ideas in writing, and to read and understand what others have written. The course develops proficiency and communicative competence in the four language skill areas of speaking, listening, reading, and writing. In addition to helping students acquire the Spanish language, the course also helps prepare them to interact socially and professionally with native Spanish speakers by helping them understand the cultural assumptions of the Spanish-speaking world, the cultural norms including the products, practices and perspectives of these diverse societies, and their growing importance in the global community. Each chapter in the program is organized around a cultural or practical theme, with vocabulary, grammar, and culture working together as an interactive unit. Finally, the students learn not only about Hispanic culture and society from their textbook and ancillary materials, but the class will seek to learn via authentic sources. This course is aligned with Arizona College and Career Ready Standards and national standards and supports the school wide efforts to increase student achievement.

Course Objectives: and (9-

By the time the students complete this course of study, they will be able to:

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on ideas and expressing their own clearly (SW.3.1) \$€
Topics will include:
a. what they like to do in their free time, express desires and obligations and describe what they did in the past
b. descriptions of completed and habitual actions in the present and the past
c. use of commands to give directions, tell someone what to do using commands
d. travel experience, getting around town, shopping, using transportation
e. cultural television programs

Grading:

(80%) Assessment	A = 90% -100%
(20%) Coursework	B = 80% - 89%
	C = 70% - 79%
	D = 60% - 69%
	F = below 60%

Report Cards

In an effort to conserve resources and harness the capacity of our electronic grade reporting program (PowerSchool) district schools will no longer print hard copies of report cards unless requested by individual parents. To request a hard

The student completes another assessment of the same learning targets. The assessment to be retaken may be in the same format or a different format and will be at the same difficulty level. The higher of the two scores will be entered in the gradebook.

To earn a retake opportunity, a student must complete all of the following:

- o Consult with the teacher
- o Submit a reassessment plan or application, if required by the teacher
- o The reassessment plan may include all formative coursework related to the content/skill assessed

Reassessment Plan

The student must initiate contact with the teacher within 5 school days of the assessment score being posted. The student must communicate with the teacher to create a reassessment plan.

- Assignment is not a timed activity (such as a Quick-Write Essay)
- Assignment is not a Long-Term assignment (over multiple weeks)
- Assignment is turned in by the end of the instructional unit.

Daily Device Use (Chromebooks)

Students should come to school with their Chromebooks charged and ready to use in each class every day. Devices may not be used to record or take photos of other people without their consent. Consequences for classroom disruptions and misuse of devices will follow a progressive discipline model, beginning with a phone call home and progressing to office referrals for repeated or more serious offenses. See the Student Rights and Responsibilities

