

The mission of Hermon High School is to prepare students for personal success in college, career, and community.

# Spanish 2

**Instructor(s):**

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Students who enroll in the second year course should have a strong foundation in basic grammar, speaking, reading, and writing skills in the language. The course emphasizes the expansion of the skills learned in Spanish I. Students will learn vocabulary useful in real-life situations. They will be exposed to advanced grammatical constructions as well as some supplemental reading. Speaking, reading, and writing skills in the language will be further developed.

One year / One credit

**Guiding Principles** A clear and effective communicator who uses a variety of modes of expression and demonstrates purposeful communication in English and at least one other language.

A responsible and involved citizen who displays global awareness

**Graduation Standards:**

Standard 1: Students engage in conversation and informal written correspondence on a variety of topics.

Standard 2: Students understand and interpret written and spoken language on a variety of topics.

Standard 3: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

Standard 4: Students compare the nature of language and the culture(s) of the target language and their own.

Students 5: Students encounter and use the language both in and beyond the classroom for personal enjoyment and life-long learning.

Unit 1	Para empezar	
Summary	<b>Students recall vocabulary and phrases for describing, regular verbs and questions.</b>	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>● Students ask and respond to questions about familiar topics based on their own lives and interests. (interpersonal communication)</li> <li>● Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations. (presentational and interpretive communication)</li> <li>● Students write expository information in the target language. (presentational communication)</li> <li>● Students understand and interpret what they hear and read. (interpretive communication)</li> </ul>	
Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> <li>● Students understand that word order in sentences in Spanish is not the same as in English.</li> </ul>	<ul style="list-style-type: none"> <li>● vocabulary for describing people</li> <li>● adjectives of nationality for Hispanic speakers</li> </ul>	<ul style="list-style-type: none"> <li>● recall questions and answers for starting a conversation</li> <li>● recall phrases for telling what people are like using correct form and placement of adjectives</li> <li>● describe the weather</li> <li>● tell what they or another person does, what they like and don't like to do</li> <li>● recall forms of present tense of regular and irregular verbs</li> </ul>

		<ul style="list-style-type: none"> <li>● describe the nationality of a new acquaintance</li> </ul>
<b>Unit 2</b>	<b>Tu día escolar ¿Qué haces en la escuela?</b>	
Summary	<b>Students exchange information about classes, classroom rules and what they do in classes</b>	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>● Students ask and respond to questions about familiar topics based on their own lives and interests. (interpersonal communication)</li> <li>● Students express feelings in Spanish (preferences, (presentational communication).</li> <li>● Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations. (presentational and interpretive communication)</li> <li>● Students present oral information about personal experiences. (presentational communication)</li> <li>● Students understand and interpret what they hear and read. (interpretive communication)</li> </ul>	
<b>Understandings:</b>	<b>Students will know...</b>	<b>Students will be able to...</b>
<ul style="list-style-type: none"> <li>● Students understand that the school day and classroom rules in Hispanic countries are different from those in the U.S.</li> </ul>	<ul style="list-style-type: none"> <li>● vocabulary for describing the classroom, classroom rules and activities</li> <li>● the role and meaning of a coat of arms</li> </ul>	<ul style="list-style-type: none"> <li>● understand written and oral descriptions of the classroom setting, classroom rules and classroom activities</li> <li>● exchange information about the classroom, its setting, rules and activities</li> <li>● use stem changing verbs, including those that change e -&gt; i</li> <li>● name items they need in the classroom</li> <li>● use affirmative (indefinite) and negative words and make negative statements</li> <li>● recall forms and uses of the verb ir and the future using ir a and the infinitive</li> </ul>
<b>Unit 3</b>	<b>Tu día escolar ¿Qué haces después de las clases?</b>	
Summary	<b>Students exchange information about after school activities</b>	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>● Students ask and respond to questions about familiar topics based on their own lives and interests. (interpersonal communication)</li> <li>● Students express feelings and preferences in Spanish, (presentational communication).</li> <li>● Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations. (interpretive and presentational communication)</li> <li>● Students present written information about personal experiences. (presentational communication)</li> <li>● Students understand and interpret what they hear and read. (interpretive communication)</li> </ul>	

Understandings:		Students will know...	Students will be able to...
<ul style="list-style-type: none"> <li>Students understand that extracurricular activities for teenagers in Hispanic countries may be different from those of U.S. teens.</li> </ul>		<ul style="list-style-type: none"> <li>vocabulary for extracurricular activities, including sports</li> <li>forms and uses of the verbs saber and conocer</li> </ul>	<ul style="list-style-type: none"> <li>understand written and oral descriptions of extracurricular activities</li> <li>exchange information about what they do after school</li> <li>recall forms of comparative and superlative statements</li> <li>make comparisons of equality (as ... as)</li> <li>tell what they know how to do and whom they know using the two equivalents of the English verb "to know", saber for facts and conocer for people</li> <li>express an action begun in the past and continuing into the present (hace + present)</li> </ul>
<b>Unit 4</b>	<b>Un evento especial ¿Cómo te preparas?</b>		
Summary	<b>Students learn to talk about their daily routine and preparations for a special event</b>		
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>Students ask and respond to questions about familiar topics based on their own lives and interests. (interpersonal communication)</li> <li>Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations.(interpersonal and interpretive communication)</li> <li>Students present written information about personal experiences. (presentational communication)</li> <li>Students understand and interpret what they hear and read. (interpretive communication)</li> </ul>		
Understandings:		Students will know...	Students will be able to...
<ul style="list-style-type: none"> <li>Students understand that Hispanics celebrate special events in different ways and with a focus more on family than on friends.</li> </ul>		<ul style="list-style-type: none"> <li>vocabulary for verbs to discuss daily routine</li> <li>vocabulary for toiletries items</li> </ul>	<ul style="list-style-type: none"> <li>use reflexive verbs to describe and exchange information about their daily routine</li> <li>use possessive articles and long form possessive adjectives</li> <li>recall uses of the verbs ser and estar to state characteristics and conditions</li> </ul>
<b>Unit 5</b>	<b>Un evento especial ¿Qué ropa compraste?</b>		
Summary	<b>Students exchange information about shopping experiences, where, when and how they bought what they are wearing</b>		
Performance Indicators	<ul style="list-style-type: none"> <li>Students ask and respond to questions about familiar topics based on their own lives and interests. (interpersonal communication)</li> </ul>		

Assessed in Unit	<ul style="list-style-type: none"> <li>● Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations.(interpersonal and interpretive communication)</li> <li>● Students present written information about personal experiences. (presentational communication)</li> <li>● Students understand and interpret what they hear and read. (interpretive communication)</li> </ul>	
Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> <li>● Students understand that social events in Hispanic countries have a different make-up and require different preparations from those in the US.</li> <li>● Students understand that shopping practices in Hispanic countries are different from those in the US.</li> <li>● Students understand the importance of a parranda.</li> <li>● Sizing for clothing items in Hispanic countries is different from in the U.S.</li> </ul>	<ul style="list-style-type: none"> <li>● vocabulary for shopping situations</li> <li>● vocabulary for clothing, including color, style and fit</li> <li>● that many words in Spanish originated in arabic</li> </ul>	<ul style="list-style-type: none"> <li>● name items of clothing and describe the materials from which they are made</li> <li>● talk about a shopping trip</li> <li>● use the past tense of regular verbs</li> <li>● use demonstrative adjectives to point out items</li> <li>● use adjectives to stand for a person or items that embodies that characteristic (adjective as noun)</li> </ul>
Unit 6	Tú y tu comunidad ¿Qué hiciste ayer?	
Summary	<b>Students learn to talk about preparations for a past event, including buying necessities and accessing services</b>	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>● Students ask and respond to questions about familiar topics based on their own lives and interests. (interpersonal communication)</li> <li>● Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations.(interpersonal and interpretive communication)</li> <li>● Students express feelings in Spanish (preferences, (presentational communication).</li> <li>● Students present written information about personal experiences. (presentational communication)</li> <li>● Students understand and interpret what they hear and read. (interpretive communication)</li> </ul>	
Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> <li>● Students understand the popularity of open-air markets in the Spanish-speaking world.</li> <li>● Students compare famous buildings and neighborhoods in Spanish-speaking countries with those in the U.S.</li> </ul>	<ul style="list-style-type: none"> <li>● vocabulary for downtown businesses and some of the products / services available there</li> <li>● that some US cities have sister cities in other countries</li> </ul>	<ul style="list-style-type: none"> <li>● name businesses located in downtown</li> <li>● name and describe products and services available in downtown businesses</li> <li>● use direct and indirect object pronouns to stand for someone or something just named</li> </ul>

<ul style="list-style-type: none"> <li>Students understand the formal connections between some cities in different countries.</li> </ul>		<ul style="list-style-type: none"> <li>use the preterit of several irregular verbs (ir, ser, tener, estar, hacer, poder)</li> <li>describe preparations for a past trip</li> <li>use adjectives to describe plural nouns</li> <li>use the verb ser to name and describe characteristics</li> </ul>
<b>Unit 7</b>	<b>Tú y tu comunidad ¿Cómo se va...?</b>	
Summary	<b>Students learn to give driving advice using familiar commands</b>	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>Students ask and respond to questions about familiar topics based on their own lives and interests. (interpersonal communication)</li> <li>Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations. (interpersonal communication)</li> <li>Students present written information about personal experiences. (presentational communication)</li> <li>Students identify main ideas, topics and specific information in a variety of authentic auditory or written materials. (interpretive communication)</li> </ul>	
<b>Understandings:</b>	<b>Students will know...</b>	<b>Students will be able to...</b>
<ul style="list-style-type: none"> <li>Students understand the importance of one's neighborhood in Spanish-speaking countries.</li> <li>Students compare driving requirements in the Spanish-speaking world and the U.S..</li> </ul>	<ul style="list-style-type: none"> <li>vocabulary for streets, vehicles, public transportation, city monuments and driver safety</li> <li>the reasons for traffic circles in Hispanic countries (safety)</li> <li>the layout of Hispanic cities.</li> <li>the layout of and general procedure for using the metro in Mexico City</li> </ul>	<ul style="list-style-type: none"> <li>communicate driving instructions</li> <li>use familiar commands for regular and some irregular verbs</li> <li>exchange information about how to get to places near the school and in the community</li> <li>use direct and indirect object pronouns to stand for a person or thing already named</li> <li>use the progressive tense to state an action in progress</li> </ul>
<b>Unit 8</b>	<b>Recuerdos del pasado Cuando éramos niños</b>	
Summary	<b>Students learn to talk about what they were like as children</b>	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>Students ask and respond to questions about familiar topics based on their own lives and interests. (interpersonal communication)</li> <li>Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations. (interpersonal communication)</li> <li>Students present written information about personal experiences. (presentational communication)</li> </ul>	
<b>Understandings:</b>	<b>Students will know...</b>	<b>Students will be able to...</b>

<ul style="list-style-type: none"> <li>• Students understand that there are different past tenses in Spanish, depending on whether they are stating an event or describing an ongoing or repeated action.</li> <li>• Students compare the role of pets in the US and hispanic cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• vocabulary for childhood toys and elementary school experiences</li> <li>• forms of regular and irregular verbs in the imperfect tense</li> </ul>	<ul style="list-style-type: none"> <li>• name childhood toys, games and elementary school activities</li> <li>• listen and read about favorite childhood toys and elementary school experiences</li> <li>• talk and write about what they were like as a child and experiences in elementary school</li> <li>• exchange information about what they were like as a child</li> <li>• use indirect object pronouns</li> </ul>
<b>Unit 9</b>	<b>Recuerdos del pasado Celebrando los días festivos</b>	
Summary	<b>Students learn to describe past family celebrations</b>	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>• Students ask and respond to questions about familiar topics based on their own lives and interests. (interpersonal communication)</li> <li>• Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations. (interpersonal communication)</li> <li>• Students present written and oral information about personal experiences. (presentational communication)</li> <li>• Students identify main ideas, topics and specific information in a variety of authentic auditory or written materials. (interpretive communication)</li> </ul>	
<b>Understandings:</b>	<b>Students will know...</b>	<b>Students will be able to...</b>
<ul style="list-style-type: none"> <li>• Students understand how Spanish families celebrate special days and holidays.</li> <li>• Students will compare several holidays and celebrations in Hispanic countries with those in the U.S.</li> </ul>	<ul style="list-style-type: none"> <li>• vocabulary for actions related to receiving guests and celebrating holidays</li> <li>• names and basic history for several Hispanic holidays and celebrations</li> <li>• basic background of a special region of Spain that has its own unique culture</li> </ul>	<ul style="list-style-type: none"> <li>• listen to and read descriptions of family celebrations</li> <li>• talk and write about how their families used to celebrate holidays and their birthdays</li> <li>• exchange information about where, with whom, and how they used to celebrate holidays and their best birthday</li> <li>• use the preterit and imperfect to describe past events and ongoing or habitual past actions</li> <li>• contrast uses of the preterit and imperfect (past) tenses)</li> <li>• use reflexive verbs to express a reciprocal action (each other)</li> </ul>
<b>Unit 10</b>	<b>En las noticias Un acto heroico</b>	
Summary	<b>Students learn to talk about events in the news and to describe accidents and hospital emergency experiences</b>	

Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>● Students ask and respond to questions about familiar topics based on their own lives and interests. (interpersonal communication)</li> <li>● Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations. (interpersonal communication)</li> <li>● Students present written and oral information about personal experiences. (presentational communication)</li> <li>● Students identify main ideas, topics and specific information in a variety of authentic auditory or written materials. (interpretive communication)</li> </ul>	
<b>Understandings:</b>	<b>Students will know...</b>	<b>Students will be able to...</b>
<ul style="list-style-type: none"> <li>● Students understand volcano names and legends related to them.</li> <li>● Students compare natural disasters in the Spanish-speaking world with those in their own community.</li> </ul>	<ul style="list-style-type: none"> <li>● vocabulary for natural disasters, weather extremes, fires, the news and rescues</li> <li>● basic information about several natural disasters that have impacted Hispanic regions</li> </ul>	<ul style="list-style-type: none"> <li>● name and describe natural disasters</li> <li>● comprehend written and audio descriptions of disasters and rescues</li> <li>● exchange information about newsworthy events</li> <li>● use the preterit and imperfect to recount events and repeated or ongoing past actions</li> <li>● use the preterit of several verbs that require spelling changes</li> </ul>
<b>Unit 11</b>	<b>En las noticias Un accidente</b>	
Summary	<b>Students learn to describe accidents and hospital emergency experiences</b>	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>● Students ask and respond to questions about familiar topics based on their own lives and interests. (interpersonal communication)</li> <li>● Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations. (interpersonal communication)</li> <li>● Students present written information about personal experiences. (presentational communication)</li> </ul>	
<b>Understandings:</b>	<b>Students will know...</b>	<b>Students will be able to...</b>
<ul style="list-style-type: none"> <li>● Students understand about emergency medical services in Hispanic countries</li> <li>● Students compare health services in Spain, Colombia and their own community.</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulary for medical treatments, accidents and parts of the body</li> <li>● forms of the preterit of irregular verbs</li> <li>● forms of the imperfect progressive (imperfect of estar)</li> </ul>	<ul style="list-style-type: none"> <li>● understand what they hear and read about accidents</li> <li>● talk and write about injuries and medical treatments</li> <li>● exchange information about how someone was injured</li> <li>● use most irregular verbs in the preterit</li> <li>● use the imperfect progressive to recount a past event in progress</li> </ul>
<b>Unit 11</b>	<b>La televisión y el cine ¿Viste el partido en la televisión?</b>	
Summary	<b>Students learn to talk about TV shows and sporting events</b>	

Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>● Students ask and respond to questions about familiar topics based on their own lives and interests. (interpersonal communication)</li> <li>● Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations. (interpersonal communication)</li> <li>● Students present written information about personal experiences. (presentational communication)</li> <li>● Students narrate oral stories about experiences or events familiar to them. (presentational communication)</li> </ul>	
<b>Understandings:</b>	<b>Students will know...</b>	<b>Students will be able to...</b>
<ul style="list-style-type: none"> <li>● Students understand television programming on Spanish-language channels</li> <li>● Students compare the popularity of different types of television shows in Spain and the US</li> </ul>	<ul style="list-style-type: none"> <li>● vocabulary for television shows, including sporting events and competitions and their emotions / reactions to those shows</li> </ul>	<ul style="list-style-type: none"> <li>● describe television broadcasts such as sporting events, beauty contests and game shows</li> <li>● communicate about a TV show and their opinions and emotions regarding that show</li> <li>● exchange information about their reactions to a TV program</li> <li>● use the preterit of -ir stem changing verbs</li> <li>● use reflexive verbs that show change of emotions or states of being</li> </ul>
<b>Unit 12</b>	<b>La televisión y el cine ¿Qué película has visto?</b>	
Summary	<b>Students learn to talk and write about films</b>	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>● Students ask and respond to questions about familiar topics based on their own lives and interests. (interpersonal communication)</li> <li>● Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations. (interpersonal communication)</li> <li>● Students present written and oral information about personal experiences. (presentational communication)</li> </ul>	
<b>Understandings:</b>	<b>Students will know...</b>	<b>Students will be able to...</b>
<ul style="list-style-type: none"> <li>● Students understand how movies can reflect the language and culture of the country where they are produced.</li> <li>● Students compare movies and movie classifications in Spanish-speaking countries and in the US.</li> </ul>	<ul style="list-style-type: none"> <li>● vocabulary for types of movies, movie characters and movie production</li> <li>● about some Hispanic actors (Cantinflas, Salma Hayek, Chayanne)</li> </ul>	<ul style="list-style-type: none"> <li>● listen and read about movie reviews</li> <li>● talk and write about films</li> <li>● exchange information about a film they saw recently</li> <li>● use the present perfect tense to recount a recent past event</li> <li>● use verbs that require an indirect object pronoun</li> </ul>
<b>Unit 13</b>	<b>Buen provecho ¿Cómo se hace la paella?</b>	
Summary	<b>Students learn to talk and write about food preparation</b>	



<p>Performance Indicators Assessed in Unit</p>	<ul style="list-style-type: none"> <li>● Students ask and respond to questions about familiar topics based on their own lives and interests.(interpersonal communication)</li> <li>● Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations. (interpersonal communication)</li> <li>● Express and elicit feelings and emotions.(interpersonal communication)</li> <li>● Students present written information about personal experiences. (presentational communication)</li> </ul>	
<p><b>Understandings:</b></p>	<p><b>Students will know...</b></p>	<p><b>Students will be able to...</b></p>
<ul style="list-style-type: none"> <li>● Students understand how foods are incorporated into different cultures.</li> <li>● Students compare dishes and foods in Spanish-speaking countries with those found in the U.S.</li> </ul>	<ul style="list-style-type: none"> <li>● vocabulary for cooking ingredients, utensils and kitchen appliances and cooking actions</li> <li>● how to prepare paella, a popular Spanish dish, and several other dishes (arepas, tostones)</li> </ul>	<ul style="list-style-type: none"> <li>● describe several dishes and ingredients popular in Hispanic countries</li> <li>● listen to and read about cooking instructions and advice</li> <li>● talk and write about recipes and kitchen safety</li> <li>● exchange information about how to prepare certain dishes</li> <li>● form negative tú commands</li> <li>● use object pronouns with commands</li> <li>● use the impersonal se (passive voice construction)</li> </ul>
<p><b>Unit 14</b></p>	<p><b>Buen provecho ¿Te gusta comer al aire libre?</b></p>	
<p>Summary</p>	<p><b>Students learn to talk and write about outdoor cooking and activities</b></p>	
<p>Performance Indicators Assessed in Unit</p>	<ul style="list-style-type: none"> <li>● Students ask and respond to questions about familiar topics based on their own lives and interests.(interpersonal communication)</li> <li>● Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations. (interpersonal communication)</li> <li>● Express and elicit feelings and emotions.(interpersonal communication)</li> <li>● Students present written information about personal experiences. (presentational communication)</li> </ul>	
<p><b>Understandings:</b></p>	<p><b>Students will know...</b></p>	<p><b>Students will be able to...</b></p>
<ul style="list-style-type: none"> <li>● Students understand the role of outdoor food markets in the Spanish-speaking world</li> <li>● Students compare ways food is prepared in Spanish-speaking countries and in the US</li> </ul>	<ul style="list-style-type: none"> <li>● vocabulary for foods that can be prepared outdoors and for appliances and materials for preparing them</li> <li>● vocabulary for outdoor activities</li> <li>● ingredients particular to Hispanic regions and ways to prepare them</li> <li>● places where Hispanics can participate in outdoor activities</li> </ul>	<ul style="list-style-type: none"> <li>● listen to and read about cooking outdoors and camping activities</li> <li>● talk and write about cookouts and outdoor celebrations</li> <li>● exchange information about cookout preparations</li> <li>● use Usted and Ustedes commands</li> <li>● use the preposition por in certain expressions</li> <li>● use the impersonal se (passive voice construction)</li> </ul>

Unit 1	Como ser un buen turista - Un viaje en avión	
Summary	<b>Students learn to talk and write about travel experiences and recommendations</b>	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>● Students ask and respond to questions about familiar topics based on their own lives and interests.(interpersonal communication)</li> <li>● Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations. (interpersonal communication)</li> <li>● Express and elicit feelings and emotions.(interpersonal communication)</li> <li>● Students present written information about personal experiences. (presentational communication)</li> </ul>	
Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> <li>● Students compare means of transportation in the US and in Hispanic countries.</li> <li>● Students understand that early groups kept records (codices - historical record keeping)</li> <li>● Students will be aware of the opportunities for student exchanges and overseas study available through US colleges.</li> <li>● Students compare airports and transportation in Spanish-speaking countries and those in the U.S.</li> </ul>	<ul style="list-style-type: none"> <li>● vocabulary for travel experiences (travel agencies, airports, government services)</li> <li>● how airports in some Hispanic countries were named</li> <li>● about travel opportunities in Ecuador</li> </ul>	<ul style="list-style-type: none"> <li>● listen to and read about travel recommendations</li> <li>● talk and write about suggestions for safe and enjoyable trips</li> <li>● exchange information about planning a trip</li> <li>● use the present subjunctive of regular and irregular verbs to make recommendations and express possibilities</li> </ul>

### **Summative Assessments/Retake**

- Summative assessments will count as 70% of the grade.
- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

### **Make-up Work**

Upon their return to school from an absence, it is the student's responsibility to secure make-up work from their teacher. The due date of the missed work will be one additional class period for each day of absence

from that class or at the discretion of the teacher.

### **Grading of Formative Assessments**

- Formative assessments will count as 30% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.

### **Finals / Midterms**

An end of course Final Exam will be conducted, making up 10% of the students overall grade.