**Minnesota Virtual Academy Online Syllabus for Spanish 3**

**A) Instructional Contact, Communication and Academic Support Information**

**Teacher Name:  Señora Lopez**

**Teacher Phone Number:** (612) 361-3644

**Teacher Skype Username: ann.lopez.mnvaspanish**

**Class Connect Times:**Required time: Thursdays from 11:00 to 11:30

**Teacher Contact Time**

Class Connect sessions are designed to provide instructional, academic, and social support to our students.  These sessions are provided to tie the lessons within the Online Learning System and the MN standards together to improve student achievement.  Class Connects sessions are conducted via Blackboard. The times scheduled for Class Connects are listed above. ***Attendance for Class Connect sessions is mandatory.  Attendance is recorded by attending class live or by watching the recording and submitting the required documentation to your teacher.***

The instructor will respond to students within 24 hours on scheduled school days, Monday through Friday, unless the teacher has previously notified their students that they will be unavailable for a period of time. Non-verbal communication is the primary communication platform for MNVA-High School teachers, students, Learning Coach, and administration. Often, the information is time-sensitive, and many items require a specific response. Most communications to MNVA-High School students will be sent via e-mail.  However, teachers might use other methods such as Skype or phone calls to contact students if that method is preferred.

Major projects or research papers submitted by the students will be processed and graded within a week.

**Student-to-Teacher Communications**

Students may contact the teacher using the following methods:

Teacher Skype Username: ann.lopez.mnvasspanish

Teacher Phone and voicemail: (612) 361-3644

Teacher E-mail: alopez@mnva.org

**Student Attendance Expectations**

**Attendance Policy-**

The Minnesota Virtual Academy school year is 174 days in length and students should participate 6 hours a day for 5 days a week. The overall attendance should equate to 6 hours daily; the daily online lessons would be a large portion of this overall time. Daily, teachers will verify the attendance hours and active participation in the course and document additional attendance hours spent in curricular activities outside D2L to capture a student’s overall attendance. It is this overall attendance that should equate to 6 hours daily; the D2L hours would be a large portion of this overall time. For students who do not demonstrate adequate attendance hours and active participation in their course, teachers will notify parents/guardians of the attendance concern, discuss the situation, and record an absence(s), if warranted. For students who do not show improved attendance hours and active participation in their course, teachers, advisors, and administration will notify parents/guardians of the attendance concern, discuss the situation, and record an absence(s), if warranted.

**Absences**

Under Minnesota Compulsory Attendance law, children ages 7 – 18 must go to school every day. Children under age seven who are enrolled in kindergarten or a higher grade are also subject to the law. A student is considered absent if they miss 1 or more hours of a school day. ***Students are expected to participate in all classes assigned each day.*** Missing a class period, which generally fills one hour of school, will be reported as an unexcused absence, unless it meets the requirements for excused absences and the school has been notified in advance. **A school day is comprised of the following, and missing any of these will result in an absence for the day:**

a. The scheduled online lessons in the D2L

b. D2L lessons, equaling approximately 6 hours of school work (for full-time students) must be complete in the D2L (Minn. Stat. §120A.41)

c. Ideally students will complete each subject on a daily basis, or as scheduled weekly

within the default settings. If students wish to modify their assigned schedules, this

may be done if it is agreed upon by their assigned classroom teacher(s) involved in the modified schedule;

d. Online work must be verifiable. Work is verified by completing both online and offline

activities, assignments, and assessments. If online work should ever need verification

for authenticity, students and/or learning coaches must submit all paper copies of said activities, assignments and/or assessments to their assigned homeroom teacher by the due date given;

f. The scheduled direct service instruction provided by a special education teacher, English Learner teacher or other specialist, as outlined in the student’s service agreement.

**Recording Attendance**

Good attendance is essential for school achievement and success**. If your child is ill or has a valid excuse for the absence, you must notify the school by reporting it on our online e-form, posted on our school website and made available through the school advisors and homeroom teachers.** Teachers are solely responsible for reporting unexcused absences. Daily, teachers will verify the attendance hours reported in D2L by reviewing the time spent on completed lessons and will document additional attendance hours spent in curricular activities outside the D2L platform to capture a student’s overall attendance. It is this overall attendance that should equate to 6 hours daily. For students who do not demonstrate adequate attendance hours and active participation in their coursework, unexcused absences will be reported for that day.

**Excused and Unexcused Absences**

**Parents or legal guardians must report all student’s absences to the attendance e-form prior to the student absences. Absences may be excused because of illness, religious observance or instruction, family emergency, funeral and bereavement, or for medical, dental, orthodontic or counseling appointments. All other absences are presumed to be unexcused (Minn. Stat. 120A.22, Subd. 12). Excessive excused absences for medical reasons may require doctor’s verification of the absences.**

If a student is having attendance or academic concerns, a meeting may be scheduled to discuss the situation. The school or the parents/guardians can request this meeting. Possible solutions might include: the child’s participation in an attendance plan, referral to a community agency for counseling, tutoring, mediation, modification of the child’s schedule, educational assessments, accompanying the child to Class Connects and attending virtual classes for one day, or referral of the child to alternative educational programs and services available in the district. If the school mandates that the student is to attend a virtual all-day work session (i.e. complete work in Black Board Collaborate under the supervision of teachers who can monitor and assist the student) and the student does not attend, it will be counted as an unexcused absence.

**Truancy**

A student who has missed three or more class periods for three or more days is considered a “continuing truant” under the law (Minn. Stat. §260A.02, Subd. 3). A student who is absent for one or more class periods for seven school days or more is considered an “habitual truant” under the law (Minn. Stat. §260C.007, Subd. 19. A parent or guardian must compel the attendance of a child at school pursuant to Minn. Stat. §120A.22. Failure to meet this obligation may result in legal action. In cases of habitual truancy, both a parent and child may be subject to juvenile court proceedings, if deemed necessary by the child’s resident county. If the child is referred to juvenile court for truancy (applicable to children age twelve and over), the child may be subject to a variety of court-ordered dispositions, including suspension, restriction or delay of the child’s driving privileges, pursuant to Minn. Stat. §260C.201.

If a student is having attendance concerns, parents may schedule a meeting with appropriate school personnel to discuss solutions to a child’s truancy. Possible solutions might include: the child’s

participation in an attendance plan, referral to a community agency for counseling, tutoring, mediation, modification of the child’s schedule, educational assessments, accompanying the child to school and attending classes for one day, or referral of the child to alternative educational programs and services available in the district.

**Vacations and Extended Breaks**

Families wishing to take vacations or extended breaks during the school year must notify either their student’s grade level advisor or homeroom teacher of the absences prior to the vacation. **Extended breaks must have approval from the Administration if the vacation is planned for more than three days.** Failure to notify the school personal in advance of the absence will result in the day(s) being marked as unexcused absences and subject to all Minnesota school attendance laws.

**School Closings**

Because MNVA is a virtual school, we are not subject to school closings due to inclement weather. Students are expected to log in and participate in their daily classroom schedule, even when Houston Public School’s traditional sites are closed.

**Academic Support Available**

Each student has multiple staff available to provide support.  In addition to the availability of scheduling one-on-one sessions with the instructor, students may contact their homeroom teacher and/or school counselor to offer assistance.   The homeroom teacher will be monitoring student class attendance and grades, work with their homeroom students to complete the PLP (personalized learning plan) and checking in with their student to provide support in terms of school related issues.  The counselors serve to ensure the student is enrolled in the necessary coursework, both for graduation requirements and preparation for pursuits beyond high school. School counselors also provide social and emotional support for our students.

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| **Technical Support Available**  If a student is using his/her home computer, the student is responsible for computer hardware and software issues. If a technical need arises in regard to course material or a course CD, the student should contact K12 Technical Support at (866) 512-2273 and the technical support staff will assist him/her with the issue. If an MNVA-HS student is experiencing difficulties with an MNVA-HS-supplied computer, the student should contact K12 Technical Support immediately at (866) 512-2273 so the repair can begin promptly. The student should contact his/her teachers and the MNVA-HS office toll-free at (866) 215-2292 option 4 if he/she is experiencing technical issues. |

**Communications with Resident District for Part-time Students**

**Format and Frequency of Reports:**

The Lead Academic Advisor faxes grades at mid-semester and the end of the semester to the local school contact person, the parent and the student.  If requested by the enrolling district, progress reports are faxed on a more regular basis.

**Format and Frequency of Communication:**

The Lead Academic Advisor phones or emails the enrolling district if any of the following issues arise:

    Plagiarism

    Lack of Attendance

    Lack of Progress toward Course Completion

    Compliance requirements due to 504 Plans or IEPs.

**Final Grades and Submission:**

The Lead Academic Advisor faxes final grades within 10 days of the end of the semester unless the enrolling district has requested the grades earlier.

**B) Course Outline**

**Course Name:   Spanish 3**

**Course Credits:** 2 semesters

**Course Prerequisites: Spanish 1 and 2**

**Course Goals and Objectives**

 Students further deepen their understanding of Spanish by focusing on the three modes of communication: interpretive, interpersonal, and presentational. Each unit consists of a variety of activities which teach the students how to understand more difficult written and spoken passages, to communicate with others through informal speaking and writing interactions, and to express their thoughts and opinions in both formal and informal spoken and written contexts. Students should expect to be actively engaged in their own language learning, use correct vocabulary terms and phrases naturally, incorporate a wide range of grammar concepts consistently and correctly while speaking and writing, participate in conversations covering a wide range of topics, respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, read and analyze important pieces of Hispanic literature, and take frequent assessments where their language progression can be monitored. The course is conducted almost entirely in Spanish. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

**Topic Outline**

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### The High School Spanish III course helps students

* Engage in language learning
* Begin to prepare for the AP Spanish test
* Review and expand upon a wide range of grammar patterns
* Participate in detailed conversations and respond appropriately to a variety of conversational prompts
* Generate language incorporating advanced vocabulary and grammar patterns
* Read, write, speak, and listen for meaning using advanced Spanish
* Analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries
* Regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions

**Vocabulary Theme**

* Each unit covers a new set of vocabulary words pertaining to a particular theme. Vocabulary is first introduced in context through an interpretive listening or reading activity. Students then focus on selected words and work through several activities to learn the meaning of each word. Finally, students are presented with the complete passage again where they are then asked interpretive questions verifying their understanding of the passage. A printable vocabulary list is also provided.

**Grammar Concept**

* Each unit introduces a new grammar pattern. The concept is first introduced in a contextualized situation and then presented in a multimedia grammar animation. The concept is then further practiced in several interactive activities throughout the unit. A printable explanation of the pattern is also provided.

**Presentation of Culture through Culture Videos**

* In each unit students learn about various cultural aspects (e.g. practices, products, and perspectives) of a Spanish-speaking country through short video presentations. These videos are presented in Spanish.

**Speaking and Writing**

* Students complete speaking and writing activities in each unit. These activities give students a chance to become more familiar with the speaking and writing patterns of Spanish by applying them in communicative situations.

**Assessments**

* Listening and reading comprehension quizzes verify that students comprehend the main ideas and/or significant details of target language passages or conversations.
* Culture comprehension quizzes verify that students have understood important concepts presented in the culture presentations.
* Unit tests assess students' mastery of the vocabulary words and grammar concepts presented that unit. Each unit test also includes reading and listening comprehension questions and an oral or written assessment.
* Midterm and Semester Exams are comprehensive in nature. Not only do they assess students' knowledge of the language, but they also assess students' ability to produce the language in a communicative way. Midterms and Semester Exams include both oral and written assessments.

**"Life-long Learner" Assignments**

* Each semester students are required to create a plan for incorporating Spanish into their daily lives. They accomplish this by outlining the long-term benefits of learning Spanish, by making goals for what they want to accomplish with their mastery of the language, and by creating a plan for accomplishing their goals.

**"Explore" Activities**

* Students are provided a link to an article or audio source on the Internet where they can begin to explore the unit's topic. They are then asked to provide their opinions about the information presented to them.

**Discussion Board Activities**

* There are two discussion board activities in each semester. These activities provide opportunities for students to interact with other students and practice their language.

**Journal**

* Journal assignments allow students to make cultural comparisons, reinforce new vocabulary and grammar patterns, and practice communicating in the language. Many of the journal assignments have the students first interacting with authentic language sources from the Internet before they write or speak about the prompt provided in the assignment.

**Pronunciation**

* Pronunciation lessons are presented in short animation videos. These videos focus on the unique sounds of the language. Follow-up activities throughout the unit provide additional practices for students to improve their pronunciation skills.

**Interpretive Communication Activities**

* In each unit students are presented with both print and audio sources to practice the interpretive mode of communication. Subsequent quizzes assess students' understanding of these passages. These activities are in preparation for those found on the AP test.

**Interpersonal Communication Activities**

* In each unit students work through activities which allow them to practice their interpersonal communication skills in both speaking and writing. These activities are in preparation for those found on the AP test.

**Presentational Communication Activities**

* In each unit students are presented print and audio sources from which they must synthesize information from both sources to answer specific questions. Students are asked to submit both speaking presentations and formal written essays. These activities are in preparation for those found on the AP test.

**Required Texts and / or educational materials –**

All online

**Minimum Technical Requirements**

***Chromebooks, Android powered phones and tablets, and iOS devices are not supported and  cannot run all necessary programs at MNVA***

**K12 Computer Technical Requirements**  
Sep 7, 2017•Customer Care and Technical Support

**SUPPORT INFORMATION**  
To use K12's program, you'll need a computer with an Internet connection and free software programs, which you can download from the Internet.  
   
**Hardware and Browsers Minimum Recommendations**  
**Windows OS**  
The minimum hardware recommendations to use the program are as follows:   
CPU: Intel 1.0 GHz or faster processor (or equivalent)   
Browser: Microsoft Internet Explorer 9.0 or higher, Mozilla Firefox 35.0 versions or higher, Chrome 40.0 or higher.  
RAM: 1GB of RAM  
  
***K12 presently supports the Windows 7 Operating System. The online school should also function with Windows 8 and Windows 10. Windows Vista and Windows XP OS’s are no longer supported by Microsoft and no longer compatible with doing work on the online school.***  
   
**Mac OS**  
CPU: PowerPC G4 1 GHz or faster processor; Intel Core Duo 1.83 GHz or faster processor  
RAM: 1GB of RAM  
Browser: Microsoft Internet Explorer 9.0 or higher, Mozilla Firefox 35.0 versions or higher, Chrome 40.0 or higher.  
  
**Using  Mobile Devices with the Online School**  
Unfortunately, many portable do not support the software products required to run the Online School. These devices may include (but not limited to): Chromebooks, iPads, iPhones, iPods, Kindles, eReaders, and the newer Android phone. See iPhones, iPods, iPads, Smart Phones and Mobile Apps to learn about K12 Apps for smart phones and other mobile devices.

**Software**  
**The free software below is for both a Windows or Mac computer unless noted:**  
Adobe Flash Player 16 or higher (click here)  
Java Runtime Environment SE7 or higher (click here)  
Mozilla Firefox 35.0 versions or higher\* (click here)  
Internet Explorer 9.0 or higher (Windows only) (click here)  
Adobe Reader 8 or later (click here)  
   
**Internet Connections**  
It is highly recommended that a broadband connection be used instead of dial up. Please note the following if you are using a dial-up connection:  
  
***ALL web acceleration software must be disabled for the school to work properly.***  
  
If you are using NetZero, the 3G or Hi-Speed version of the NetZero software is not able to be used consistently with the Online School. The basic version of the NetZero Software should installed.  
  
If you are using AOL you must minimize AOL after Connecting and use an approved browser  
  
If you are using MSN, you cannot use MSN Explorer consistently  
  
You MUST meet the minimum speed of 56kbps  
   
**Gigabyte Usage**  
The amount of data transferred over your Internet connection each month depends on the student's enrolled course(s). We are not able to provide this information. Please contact your ISP provider if they have concerns.  
   
**Additional Concerns**  
Pop-up Blockers can affect your ability to access the Online School  
  
Internet Security Products, such as Norton, can inhibit your online experience  
  
Software firewalls installed on your PC often will cause accessibility problems  
  
Firewalls must have the following ports open to both TCP and UDP traffic to allow access to the OLS: 80, 8080 and 443  
  
Touchscreens and Wacom tablets can interfere with accessing links in the Online School -- please see the manufacturer's support site for instructions on how to configure these devices to work consistently with Flash Player

Students are expected to be competent in using current technology appropriate for this class. Such technology may include word processing, spreadsheet, and presentation software. Ability to use the Internet and e-mail, download files from e-mails and the Internet, and attach files to e-mails and upload files is also required.

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| **Final Exam (Date, Time and Location)**  All work is due by January 18th at 3:00. |

**Extra Credit Option (If available)** – Please explain your extra credit policy or list that no extra credit is available for your course.

Extra credit will be offered on a weekly basis.

**Assessment of Student Work**

**Grading**

During online courses, students will receive grades for homework assignments, quizzes, tests, projects, participation and other activities. **Students will be able to see their grades at any time by going to their grade books.** If students have questions about grading procedures, they should contact their instructors. ***Students are required to save their work throughout the semester.*** By saving their work, students will be able to retrieve any assignments in question and review them with their teachers in the event of a dispute or question over a grade.

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| |  |  |  |  | | --- | --- | --- | --- | | **Vocabulary** | **Grammar** | **Culture/History** | **Pronunciation** | | **Unit 1** | Love and Friendship | Present Indicative  Present Subjunctive | Culture Video: Dating  Literature Highlight: Sor Juana Inés de la Cruz | Vowel A | | **Unit 2** | Physical Appearance  Personality | Adjectives: Possessive Adjectives & Pronouns  Ser & Estar | Culture Video: Traditional Clothing in Guatemala | Vowel E | | **Unit 3** | School & Social Life  In the Classroom | Double Object Pronouns & the Personal “a”  Regular and Irregular Preterite | Culture Video: Higher Education in Spanish Speaking Countries  Literature Highlight: José Martí | Vowel I | | **Unit 4** | Extracurricular Activities  Hobbies | The Imperfect  Preterite vs. Imperfect | Culture Video: Folkloric Dance | Vowel O | | **Midterm Review and Test** | | | | | | **Unit 5** | Family Life and Family Values  Chores | Demonstrative Adjectives  Por & Para | Culture Video: Columbus and the Catholic King & Queen  History Highlight: Las Madres de Plaza de Mayo | Vowel U | | **Unit 6** | The Importance of Food in Society  The Kitchen | Reflexive Verbs  Commands | Culture Video: Mexican Tortillas and *tortillerías* | Letter Combinations “ia” & “ai” | | **Unit 7** | Urbanization: A Social Phenomenon  Public Transportation | *Gustar* & Similar Verbs  *Hacer* & Time Expressions | Culture Video: Bullfighting  History Highlight: The Falklands War | Letter Combinations “ie” & “ei” | | **Unit 8**  **Project Unit** | Project: Study Abroad | *Hay*/ *Había*/ *Hubo*  The Perfect Tense | None | None | | **Final Review and Test** | | | | |    Semester 2  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Vocabulary** | **Grammar** | **Culture/History** | **Pronunciation** | | **Unit 9** | Artistic Movements  The Importance of Architecture in Society | Passive Voice (*Ser* + Past Participle)  Passive *se* | Culture Video: La sagrada familia  Literature Highlight: Gustavo Adolfo Bécquer | Letter Combinations “ue” & “eu” | | **Unit 10** | Online: Computers and the Social Network  Technology: A Symbol of Modern Society | Negative & Indefinite Words  Prepositions & Verbs with Prepositions | Culture Video: El día de los muertos | Letter Combinations “oi” & “io” | | **Unit 11** | The Press  Television | Present Subjunctive (Noun Clauses)  Present Subjunctive (Adjective Clauses) | Culture Video: Las telenovelas  Literature Highlight: Garcilaso de la Vega | Letters T & D | | **Unit 12** | Health  Alternative Medicine vs. Traditional Medicine | Present Subjunctive (Adverb Clauses)  Review of Present Subjunctive | Culture Video: Bachata | None | | **Midterm Review and Test** | | | | | | **Unit 13** | Preservation of Nature  Pollution | The Future Tense & Future Probability  The Conditional & Conditional Probability | Culture Video: El béisbol  History Highlight: 5 de Mayo | The Letters R & RR | | **Unit 14** | The Educational System in Other Countries  The Importance of a Second Language in the Workforce | Introduction to Past Subjunctive (Conjugations)  The Past Subjunctive (Uses) | Culture Video: Higher Education in Hispanic Countries | The Letter J | | **Unit 15** | Immigration  Social Welfare | Continuation of Past Subjunctive (Uses)  The Past Subjunctive (Hypothetical) | Culture Video: Latinos in the U.S.  History Highlight: The Football War | Letter Combinations “gue,” “gui,” “ge,” & “gi” | | **Unit 16**  **Project Unit** | Project: Preparing for the Future (Resumé and Job Interviews) | Review of Tenses & Moods | None | None | | **Final Review and Test** | | | | | |

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| **MNVA-HS Grading Scale**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 93-100 = A | 4.0 | 83-86 = B | 3.0 | 73-76 = C | 2.0 | 63-66 = D | 1.0 |  | | 90-92 = A- | 3.7 | 80-82 = B- | 2.7 | 70-72 = C- | 1.7 | 60-62 = D- | 0.7 |  | | 87-89 = B+ | 3.3 | 77-79 = C+ | 2.3 | 67-69 = D+ | 1.3 | 0-59 = F | 0 |  | |

**Late Work Policy:**

Please do your best to complete your lessons daily. After midterm, all retakes for quarter 1 and 2 must be completed along with the extra credit.

If extenuating circumstances prevent you from completing work before a deadline, please contact your teacher in advance. The late policy may be adjusted on a case by case basis at the discretion of the teacher. Students with IEPs and 504 Plans may be subject to a different policy as stated in their IEP or 504.

**Policy for Addressing Academic Dishonesty**

If a student is found plagiarizing or cheating, disciplinary action will be taken. The student will be notified by the teacher regarding the plagiarism. The teacher will also send notification of the plagiarism to the MNVA-HS office to be placed in the student’s file.

●**First offense**: the student will be required to redo the assignment. Based on the teacher’s syllabus, the student’s grade will reflect a reduction of points for the plagiarized assignment.

●**Second offense**: the teacher will notify the student and his/her learning coach and arrange a meeting to discuss plagiarism and establish a system to ensure the behavior stops. The student will receive a zero on the assignment or be asked to redo it for partial credit.

●**Third offense**: a meeting will be called between the student, learning coach, teacher, advisor and administrator to address the recurrent plagiarism and discuss an academic plan to correct the problem and increase the student’s understanding of academic integrity.

***Repeated offenses may result in the recommendation that the student be removed from the course. Removal from a course is subject to authorization by administration and, where necessary, will result in a failing grade in the course for the semester.***

**Minnesota Academic Standards Alignment (If no Minnesota Academic Standards exist, alignments follow national professional standards.)**

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| The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).  https://www.actfl.org/news/press-releases/national-standards-collaborative-board-releases-iworld-readiness-standards-learning-languagesi |