

Spanish I, Part B

LAN2180

Course Description

Spanish I Part B includes mastery of basic concepts with an introduction into more advanced grammatical concepts. Through the use of web-based technology, students will begin this exciting journey into learning a second language. Not only will the students build language skills, but they will also learn about various Spanish-speaking countries and their cultures. Students can expect to use their new language both in written and oral form as they complete each of their assignments throughout this course. Additionally, students will learn more about their own faith by reading the Bible in Spanish and analyzing Bible stories.

Rationale

Understanding the benefits of acquiring a second language, this course is a key first step for students who want to learn one of the most widely spoken languages in the world, Spanish. As a result of acquiring a second language, students are able to communicate with more people from around the world.

Prerequisite

None

Biblical Integration Outcomes

- A. Reading key Bible verses in Spanish
- B. Understanding what the Bible teaches about God's Creation
- C. Understanding what the Bible teaches about the family of God
- D. Learning Spanish vocabulary through biblical applications

Measurable Learning Outcomes

- A. To produce well-structured, grammatically sound writing for Spanish 1 Part B
- B. To speak Spanish using the few structures and the limited vocabulary learned
- C. To explain various parts of simple Spanish grammar
- D. To describe certain Spanish-speaking countries in general terms
- E. To work within the confines of the language and culture for Spanish 1 Part B through a biblical worldview

Course Materials

See LUOA's [Systems Requirements](#) for computer specifications necessary to operate LUOA curriculum. Also view [Digital Literacy Requirements](#) for LUOA's expectation of users' digital literacy.

This course makes use of third-party digital resources to enhance the learning experience. LUOA staff and faculty have curated these resources. Students can safely access them to complete coursework. Please ensure that internet browser settings, pop-up blockers, and other filtering tools allow for these resources to be accessed. See Technologies and Resources Used in this Course below for a specific list.

- Note: Embedded YouTube videos may be utilized to supplement LUOA curriculum. YouTube videos are the property of the respective content creator, licensed to YouTube for distribution and user access. As a non-profit educational institution, LUOA is able to use YouTube video content under the YouTube Terms of Service. For additional information on copyright, please contact the [Jerry Falwell Library](#).

Scripture Attribution

- Grades K-5: All Scripture quotations, unless otherwise indicated, are taken from the Holy Bible, New International Reader's Version®, NIV® Copyright © 1995, 1996, 1998, 2014 by Biblica, Inc.™ Used by permission of [Zondervan](#). All rights reserved worldwide. The "NIV" and "New International Reader's Version" are trademarks registered in the United States Patent and Trademark Office by Biblica, Inc.™
- Grades 7-12: All Scripture quotations, unless otherwise indicated, are from the ESV® Bible (The Holy Bible, English Standard Version®), copyright © 2001 by Crossway, a publishing ministry of Good News Publishers. Used by permission. All rights reserved. May not copy or download more than 500 consecutive verses of the ESV Bible or more than one half of any book of the ESV Bible."
- Sixth grade is a "transition" grade in which both NIV® and ESV are used as students are introduced to the ESV translation.

Technologies and Resources Used in this Course

The following resource(s) are used throughout this course:

- Functioning microphone or other method of recording audio

Course Grading Policies

The student's grades will be determined according to the following grading scale and assignment weights. The final letter grade for the course is determined by a 10-point scale. Assignments are weighted according to a tier system, which can be referenced on the Grades Page in Canvas. Each tier is weighted according to the table below. Items that do not affect the student's grade are found in Tier 0.

Grading Scale

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Assignment Weights

Tier 0	0%
Tier 1	25%
Tier 2	35%
Tier 3	40%

In order for students to receive credit for a course, the following conditions have to be met:

1. All semester exams and module tests have to be completed,
2. All Tier 3 projects or papers have to be completed, and
3. Fewer than 10 zeros exist in the gradebook for blank submissions in a full credit course, 5 zeros for blank submissions in a semester course, and 3 zeros for blank submissions in a quarter course.

Course Policies

Students are accountable for *all* information in the [Student Handbook](#). Below are a few policies that have been highlighted from the Student Handbook.

Types of Assessments

To simplify and clearly identify which policies apply to which assessment, each assessment has been categorized into one of four categories: Lesson, Assignment, Quiz, or Test. Each applicable item on the course Modules page has been designated with an identifier chosen from among these categories. Thus, a Quiz on the American Revolution may be designated by the title, "1.2.W Quiz: The American Revolution." These identifiers were placed on the Modules page to help students understand which Honor Code and Resubmission policies apply to that assessment (see the Honor Code and Resubmission policies on the pages that follow for further details).

- **Lesson:** *Any item on the Modules page designated as a "Lesson"*
These include instructional content and sometimes an assessment of that content. Typically, a Lesson will be the day-to-day work that a student completes.
- **Assignment:** *Any item on the Modules page designated as an "Assignment"*
Typical examples of Assignments include, but are not limited to, papers, book reports, projects, labs, and speeches. Assignments are usually something that the student should do his or her best work on the first time.
- **Quiz:** *Any item on the Modules page designated as a "Quiz"*
This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Quizzes cover a smaller amount of material than Tests.
- **Test:** *Any item on the Modules page designated as a "Test"*
This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Tests cover a larger amount of material than Quizzes.

Resubmission Policy

Students are expected to submit their best work on the first submission for every Lesson, Assignment, Quiz, and Test. However, resubmissions may be permitted in the following circumstances:

- **Lesson:** Students are automatically permitted two attempts on a Lesson. Students may freely resubmit for their first two attempts without the need for teacher approval.
- **Assignment:** Students should do their best work the first time on all Assignments. However, any resubmissions must be completed before the student moves more than one module ahead of that Assignment. For example, a student may resubmit an Assignment from Module 3 while in Module 4, but not an Assignment from Modules 1 or 2. High School students may not resubmit an Assignment without expressed written permission from the teacher in a comment.
- **Quiz:** Students may NOT resubmit for an increased grade.
- **Test:** Students may NOT resubmit for an increased grade.

If a student feels that he or she deserves a resubmission on a Lesson, Assignment, Quiz, or Test due to a technical issue such as a computer malfunction, the student should message his or her teacher to make the request, and that request will need to be approved by a Department Chair.

Consequences for Violations to the Honor Code

Every time a student violates the Honor Code, the teacher will submit an Honor Code Incident Report. The Student Support Coordinator will review the incident and allocate the appropriate consequences. Consequences, which are determined by the number of student offenses, are outlined below:

- **Warning:** This ONLY applies to high school Lessons and elementary/middle school Assignments and Lessons. Students should view these actions as learning opportunities.
 - **Lessons:** A zero will be assigned for the question only.
 - **Elementary/Middle School Assignment:** The student must redo his or her work; however, the student may retain his or her original grade.
- **1st Offense:**
 - **Lesson, Quiz, or Test:** The student will receive a 0% on the entire assessment.
 - **Assignment:** The student will either:
 - Receive a 0% on the original assignment
 - Complete the Plagiarism Workshop
 - Retry the assignment for a maximum grade of 80%
- **2nd Offense:** The student will receive a 0% and be placed on academic probation.
- **3rd Offense:** The student will receive a 0% and the Faculty Chair will determine the consequences that should follow, possibly including withdrawal from the course or expulsion from the academy.

Materials Selection Policy

LUOA curates educational materials that are consistent with the school's philosophy; however, the fallen human condition depicted in literature (as in Scripture itself) is not always pleasant. Valuable works sometimes have objectionable or profane elements. Good books provide four (4) recognized values.

- They build godly attitudes and character traits.
- They deepen our social and cultural awareness.
- They strengthen our use of written language.
- They provide a lifelong source of enjoyment and relaxation.

In order to instill these values in students and fulfill the stated objectives of the school, all LUOA students are expected to read and study good books on a regular basis. Recognizing that materials designed for one level may not be appropriate for another, three (3) levels of criteria are applied:

- Elementary materials must contain no objectionable material,
- Objectionable elements in sixth through eighth-grade materials must be limited and must serve a specific educational purpose, and
- Objectionable content may be included in high school materials but must be outweighed by positive literary, curricular, and/or Christian value.

Department chairs have approved required educational materials for students.

Scope and Sequence

Spanish 1 Part B

Module 1: La Escuela

Week 1: Introduction to Spanish 1 Part B
Week 2: Nouns Review
Week 3: Regular Present Tense Review
Week 4: Ser and Estar

Module 2: Sur América

Week 5: Verb IR
Week 6: Sur América
Week 7: Question Words
Week 8: Using Questions

Module 3: El Fútbol y Otros Juegos

Week 9: The Verb Jugar
Week 10: O to UE Stem-Changing Verbs
Week 11: Sports and Games

Module 4: La Ciudad

Week 12: Possessives
Week 13: The Verb Tener
Week 14: Stem-Changing Verbs e-ie and e-i
Week 15: Family Relationships

Module 5: Las Civilizaciones Antiguas

Week 16: Irregular Verbs
Week 17: Por vs. Para
Week 18: Midterm Project and Exam

Module 6: La Casa

Week 19: Review of Foundations
Week 20: Present Progressive Review
Week 21: Numbers and Time
Week 22: Las Casas

Module 7: Los Animales

Week 23: Comparisons
Week 24: Direct Objects
Week 25: Direct Object Pronouns

Module 8: El Pasado

Week 26: -AR Preterit Verbs
Week 27: -ER/-IR Preterit Verbs
Week 28: Stem-Changing Verbs in the Preterit
Week 29: Module 8 Project

Module 9: La Universidad

Week 30: *Car/Gar/Zar* Verbs in the Preterit
Week 31: Acabar De and the Preterit
Week 32: La Universidad
Week 33: Pronunciation Review

Module 10: Repaso y Aplicación

Week 34: Review Part 1
Week 35: Review Part 2
Week 36: Final Project and Exam