

Spanish II - Enhanced

LAN2300

Course Description

Spanish II builds on the fundamental language elements taught in Spanish I and continues to focus on the four language skills, which are reading, writing, speaking, and listening in the target language. Through this course, students broaden their knowledge of Spanish grammatical structures and vocabulary allowing them to freely communicate ideas using various tenses. Students are challenged through their lessons and assignments to improve and further develop their language skills and their comprehension of Spanish. Students are also introduced to native aspects of Spanish-speaking cultures, which allow connections to be made with their own culture. Lastly, throughout this course, students examine Scripture in the target language as they learn about different biblical topics related to adolescents.

Rationale

This course is offered as a continuation of the study of the Spanish language and is designed for students to further develop their language skills and apply previous and learned knowledge in real time. Through the study of more advanced grammatical concepts and vocabulary, students are able to communicate more effectively and in greater detail.

Prerequisite

None; however, it is recommended that the student completes Spanish I before taking Spanish II.

Biblical Integration Outcomes

- A. The student will examine Scripture in English and the target language to apply biblical truths to life.
- B. The student will demonstrate an understanding of Bible passages in the target language, in written and oral form.
- C. The student will identify learned grammatical concepts and vocabulary in the context of Scripture.

Measurable Learning Outcomes

- A. The student will recognize key vocabulary words and phrases when listening to or reading in the target language.

- B. The student will identify intonation in the speaker's voice to interpret the intended meaning and emotions.
- C. The student will comprehend level-appropriate speaking and reading in the target language through the use of web-based resources, in order to properly interpret conversation.
- D. The student will express ideas and information using learned vocabulary and grammatical structures in the past, present, and future tenses.
- E. The student will formulate and respond to questions pertaining to the vocabulary presented within the course lessons.
- F. The student will demonstrate the application of proper pronunciation and intonation in oral communication through rehearsed and unrehearsed presentations.
- G. The student will utilize correct grammar, punctuation, and capitalization when communicating in written form.
- H. The student will identify sound similarities and differences between English and the target language.
- I. The student will demonstrate understanding of cultural differences and similarities between the Spanish-speaking cultures studied within the course and the student's culture.
- J. The student will examine and research typical clothing and customs of the Spanish-speaking cultures studied in the course.

Enhanced Courses

LUOA Enhanced Courses provide additional student support through increased interaction and communication with the course instructor. Interaction takes place through:

- Weekly live teaching sessions
- Q&A conference with teacher before each test
- Discussion boards

Participation Grade

Students are given a participation grade based on attendance during the teacher live sessions and participation in discussion boards. For full year courses, there are 20 teacher live sessions and four discussion boards. Semester courses have 10 live sessions and two discussion boards. Participation grades are given at the end of each semester and count as a Tier 3 assignment.

Semester Grade Participation:

Grade	Participation
A	Attended 8–10 teacher live sessions, participated in two discussion boards
B	Attended 6–7 teacher live sessions, participated in two discussion boards
C	Attended 5 teacher live sessions, participated in two discussion boards
D	Attended 3–4 teacher live sessions, participated in one discussion board
F	Attended 0–3 live teacher sessions, participated in zero discussion boards

Late Policy

In order to take full advantage of our Enhanced courses, it is important that students stay on track with their scheduled assignments so that they benefit from the discussions with their teacher and classmates. Meeting deadlines is a skill that will aid students in their high school classes and beyond. Enhanced courses offer LUOA students help in developing this skill by requiring assignments to be turned in by the due date in order to receive full-credit. For each day the assignment is not submitted, 5 percent will be deducted from the assignment grade with a maximum deduction of 20 percent.

** Exceptions to this late policy may be considered in cases of illness, travel, or unforeseen events. Students will need to contact their teacher to seek approval for any exception.*

Semester and Final Exams Proctored

The proctoring of the semester and/or final exam by a parent/guardian or other adult is required for Enhanced Courses. A form is provided in the course that the proctor will sign and complete. The student will then upload the form into an assignment before being able to begin the exam.

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®, Nlrv® Copyright © 1995, 1996, 1998, 2014 by Biblica, Inc.™ Used by permission of [Zondervan](#). All rights reserved worldwide. The "Nlrv" 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 Nlrv® 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		Assignment Weights	
A	90-100%	Tier 0	0%
B	80-89%	Tier 1	25%
C	70-79%	Tier 2	35%
D	60-69%	Tier 3	40%
F	0-59%		

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 II

Module 1: Review

Week 1: Regular Verbs Review
Week 2: *Ser* and *Estar* Review
Week 3: Question Words Review
Week 4: Present Progressive Review

Module 2: Expressions and Activities

Week 5: Verb *Ir*
Week 6: Affirmatives and Negatives
Week 7: Verb *Tener*
Week 8: Stem-changing Verbs

Module 3: My Routine

Week 9: *Saber* vs *Conocer*
Week 10: Reflexive Verbs
Week 11: Reflexive Verbs Review

Module 4: Yesterday and Today

Week 12: Demonstratives Review
Week 13: Preterit of Reflexive Verbs
Week 14: Shopping Vocabulary
Week 15: Letter and Sound Combinations

Module 5: Day to Day

Week 16: Direct and Indirect Object
Pronouns
Week 17: Imperative Mood
Week 18: Final Project and Exam

Module 6: Events and Actions

Week 19: Preterit Verbs Part 1
Week 20: Preterit Verbs Part 2
Week 21: Preterit Tense vs Imperfect Tense
Week 22: Imperfect Tense

Module 7: Outside of the Home

Week 23: Subjunctive Form Part 3
Week 24: Subjunctive Form Part 3
Week 25: Subjunctive Form Part 3

Module 8: All about the Imperative Mood

Week 26: Introduction to Commands
Week 27: Commands with *Tú*
Week 28: Formal Commands
Week 29: Review of Commands

Module 9: Health and Body

Week 30: Questions with *Cómo*
Week 31: Reciprocal Reflexives
Week 32: Verbs like *Gustar*
Week 33: Adverbial Expressions

Module 10: Final Review

Week 34: Review of Tenses
Week 35: Review of Grammatical Concepts
Week 36: Final Project and Exam