Basic Spanish II
LAN0552

Course Description
The Basic Spanish course provides students with an exciting opportunity to study the Spanish language and culture with a biblical worldview through fun, interactive, and engaging activities and lessons. We will focus on the three C’s: Communication, Culture, and Connections.

Rationale
Spanish is an important language to learn since it is spoken by over 350 million people around the world. Learning Spanish will open up many opportunities to students from employment, to travel and mission work.

Prerequisite
None

Measurable Learning Outcomes
A. Students will exchange simple spoken and written information in Spanish.
B. Students will use basic greetings, farewells, and expressions of courtesy both orally and in writing.
C. Students will express likes and dislikes, requests, descriptions, and directions.
D. Students will ask and answer questions about familiar topics, such as family members, personal belongings, school, and leisure activities, time, and weather.
E. Students will differentiate among basic types of statements, questions, and exclamations.
F. Students will identify key customs and traditions of Spanish-speaking cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
G. Students will identify important historical and contemporary individuals and groups associated with significant events from Spanish-speaking cultures.

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.
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.

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.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Assignment Weights</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 90-100%</td>
<td>Tier 0 0%</td>
</tr>
<tr>
<td>B 80-89%</td>
<td>Tier 1 25%</td>
</tr>
<tr>
<td>C 70-79%</td>
<td>Tier 2 35%</td>
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<tr>
<td>D 60-69%</td>
<td>Tier 3 40%</td>
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<tr>
<td>F 0-59%</td>
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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. The student may freely resubmit for their first two attempts without the need for teacher approval.

• **Assignment:** Students are intended to 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.
Scope and Sequence
Basic Spanish II

Module 1: Bienvenido!
Week 1: Tower of Babel
Week 2: El Alfabeto y Los Numeros
Week 3: El versículo, Los colores, Los días/los meses

Module 2: Continuamos
Week 4: El tiempo & El dinero
Week 5: Lección de cultura - Perú
Week 6: Possessive Adjectives
Week 7: Conversación básica

Module 3: Sigue adalante
Week 8: Lección de cultura - Equatorial Guinea
Week 9: Los verbos
Week 10: Verbos "ser" y "estar"
Week 11: Por y Para

Module 4: Casi terminamos
Week 12: Lección de cultura - Panamá
Week 13: Noun gender & articles
Week 14: Listening
Week 15: Review Telling time

Module 5: Ya llegaste!
Week 16: La vida en Colombia
Week 17: Review of Modules 1-5
Week 18: Projecto de país