Spanish II
LAN2300

Course Description
Spanish 2 builds on the fundamental language elements taught in Spanish 1 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 1 before taking Spanish 2.

Biblical Integration Outcomes
A. Examine Scripture in English and the target language to apply Biblical truths to life
B. Demonstrate an understanding of Bible passages in the target language, in written and oral form
C. Identify learned grammatical concepts and vocabulary in the context of Scripture

Measurable Learning Outcomes
A. Recognize key vocabulary words and phrases when listening to or reading in the target language
B. Identify intonation in the speaker’s voice to interpret the intended meaning and emotions
C. Comprehend level-appropriate speaking and reading in the target language through the use of web-based resources, in order to properly interpret conversation
D. Express ideas and information using learned vocabulary and grammatical structures in the past, present, and future tenses
E. Formulate and respond to questions pertaining to the vocabulary presented within the course lessons
F. Demonstrate the application of proper pronunciation and intonation in oral communication through rehearsed and unrehearsed presentations
G. Utilize correct grammar, punctuation, and capitalization when communicating in written form
H. Identify sound similarities and differences between English and the target language
I. Demonstrate understanding of cultural differences and similarities between the Spanish-speaking cultures studied within the course and the student's culture
J. Examine and research typical clothing and customs of the Spanish-speaking cultures studied in the course

Course Materials
See LUARIO's Systems Requirements for computer specifications necessary to operate LUARIO curriculum. Also view Digital Literacy Requirements for LUARIO's expectation of users' digital literacy.

This course makes use of third-party digital resources to enhance the learning experience. These resources have been curated by LUARIO staff and faculty and can be safely accessed by students to complete coursework. Please ensure that internet browser settings, pop-up blockers, and other filtering tools allow for these resources to be accessed.

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

Spanish Dict - Conjugate

Note: Embedded YouTube videos may be utilized to supplement LUARIO curriculum. YouTube videos are the property of the respective content creator, licensed to YouTube for distribution and user access. As a non-profit education institution, LUARIO is able to use YouTube video content under the YouTube Terms of Service and the provisions of the TEACH Act of 2001. For additional information on copyright, please contact the Jerry Falwell Library.

Course Grading Policies
The students' 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
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<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>0-59%</td>
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Assignment Weights

<table>
<thead>
<tr>
<th>Tier</th>
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</thead>
<tbody>
<tr>
<td>Tier 0</td>
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</tr>
<tr>
<td>Tier 1</td>
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</tr>
<tr>
<td>Tier 2</td>
<td>35%</td>
</tr>
<tr>
<td>Tier 3</td>
<td>40%</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, “1.2.3 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 to 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 their 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 computer malfunctioning, 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 offences, are outlined below:

• **Warning**: This ONLY applies to high school Lessons and elementary/middle school Assignments and Lessons. These will be taken as a teaching moment for the student.
  - **Lessons**: A zero will be assigned for the question only.
  - **Elementary/Middle School Assignment**: The student must redo their work. However, they may retain their original grade.

• **1st Offense**:
  - **Lesson, Quiz, or Test**: The student will receive a zero 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 max grade of 80%

• **2nd Offense**: The student will receive a zero and be placed on Academic Probation.

• **3rd Offense**: The student will receive a zero 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
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