Spanish III
LAN2400

Course Description
The Goal of Spanish 3 is to build on the fundamental language elements taught in Spanish 1 and 2 so that students can better know and engage with Spanish-speaking people for the purpose of glorifying God, honoring God, and communicating the Gospel effectively in Spanish (Acts 8:26-40). Students will continue to develop their communicative competence by focusing on the four language skills: reading, writing, speaking, and listening in the target language. They will communicate on a variety of topics at a level commensurate with their study, using more complex structures in the language and moving from concrete to more abstract concepts in a variety of time frames. Students will learn about specific concepts in Hispanic culture and will contemplate how these common cultural elements might be perceived through a biblical worldview. Students will use authentic materials, including popular praise and worship songs, devotionals, and videos in Spanish, to develop their language skills with the goal of becoming faithful witnesses (Acts 1:8), worshipping God in the heart language of millions, and effectively sharing the Gospel of Jesus Christ to make disciples of Spanish-speakers. (Matthew 28:18-20).

A final project serves as the culmination of the course. Each student will choose either to conduct a video interview of a native Spanish-speaker in Spanish or to create an illustrated children’s storybook in Spanish with all of the grammatical elements learned in the course. This project will be submitted immediately prior to the semester exam.

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 to apply and build on previous and learned knowledge in real time. Through the study of more advanced grammatical concepts and vocabulary, students will communicate more effectively and in greater detail.

Prerequisite
No prerequisites; however, it is recommended that the student completes Spanish 2 before taking Spanish 3.

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 conversations
D. Express ideas and information using learned vocabulary and grammatical structures in the past, present, and future tenses, among others, of the indicative mood
E. Express affirmative and negative commands, also known as the imperative mood, in both familiar and formal ways
F. Express uncertainty, wishes, emotions, impersonal observations, recommendations, doubt, denial, disbelief and other phrases in the present subjunctive mood
G. Express the existence or non-existence of people or things using either the present indicative or present subjunctive mood
H. Express clearly situational conditions with si clauses, using the present indicative and the future tense, the imperfect subjunctive and a conditional verb, or the past perfect subjunctive with a verb in the conditional perfect
I. Examine and research common cultural celebrations of the Spanish-speaking world

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. These resources have been curated by LUOA 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:

spanishdict.com
conjuguemos.com
studyspanish.com
wordreference.com

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 education institution, LUOA 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.

<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>
</tr>
<tr>
<td>D 60-69%</td>
<td>Tier 3 40%</td>
</tr>
<tr>
<td>F 0-59%</td>
<td></td>
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</tbody>
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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 3

Module 1: Repaso de Verbos
Week 1: Regular Present Tense Review
Week 2: Irregular Present Tense Review
Week 3: Ser and Estar
Week 4: Expressions with Infinitives

Module 2: Repaso de Expresiones
Week 5: Reflexive Verbs
Week 6: Asking and Answering Questions
Week 7: Demonstrative and Possessive Adjectives
Week 8: Time Expressions

Module 3: ¿Qué hizo el tiempo?
Week 9: Regular Preterit Tense
Week 10: Irregular Preterit Verbs
Week 11: Short Story: Un Hombre Insaciable

Module 4: ¿Cómo era el partido de fútbol?
Week 12: Imperfect Tense
Week 13: Preterit vs. Imperfect
Week 14: Direct and Indirect Object Pronouns
Week 15: Using Object Pronouns

Module 5: ¿Cómo será el viaje?
Week 16: Comparisons and Superlatives
Week 17: Future Tense
Week 18: Review and Midterm Exam

Module 6: Un Gran Repaso
Week 19: Bienvenidos y Repaso más Vocabulario Bíblico
Week 20: Repaso, Perfectos y el Mundo Hispanohablante
Week 21: Vocabulario, Pronombres, y el Condicional
Week 22: Eschuchar, Hablar y Preparar

Module 7: Es importante que exploremos más
Week 23: ¿Cuáles son los modos verbales?
Week 24: Expresiones Impersonales y la Emoción, Vocabulario, y El Fatalismo
Week 25: Más del Subjuntivo y un Devocional
Week 26: El Sistema Educativo y el Proyecto Visual y Oral

Module 8: Populares y Más Subjuntivo
Week 27: La Cultura y la Biblia
Week 28: La Amistad
Week 29: Las Profesiones y las Claúsulas Adverbiales

Module 9: La Gran Palabra Si, la Política, y la Tecnología
Week 30: La Gran Palabra Si, la Política, y la Tecnología
Week 31: Los Pronombres Relativos, la Tecnología y Que vs. Qué
Week 32: Situaciones Posibles con Si y Situaciones Contrarias a la Realidad con Si
Week 33: Discurso Reportado y las Claúsulas Imposibles de Cambiar

Module 10: Estrategias para Comunicarse Bien y el Proyecto Final
Week 34: Estrategias y Recursos
Week 35: El Evangelio y el Español
Week 36: El Proyecto Final y el Examen del Semestre