

Spanish III

LAN-2400

2022 07/01/2022 to 06/30/2023 Modified 04/22/2022

Course Description

The Goal of Spanish III is to build on the fundamental language elements taught in Spanish I and II 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 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

Spanish II

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 conversations.
- D. The student will express ideas and information using learned vocabulary and grammatical structures in the past, present, and future tenses, among others, of the indicative mood.
- E. The student will express affirmative and negative commands, also known as the imperative mood, in both familiar and formal ways.
- F. The student will express uncertainty, wishes, emotions, impersonal observations, recommendations, doubt, denial, disbelief and other phrases in the present subjunctive mood.
- G. The student will express the existence or non-existence of people or things using either the present indicative or present subjunctive mood.
- H. The student will 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. The student will examine and research common cultural celebrations of the Spanish-speaking world.

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.
- D. The student will evaluate, compare, and contrast cultural traditions and celebrations in the context of the Spanish-speaking world and a biblical worldview.
- E. The student will analyze relevant biblical vocabulary and apply this learning in the context of evangelization.

Course Resources

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 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 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.

Technologies and Resources Used in this Course

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

- conjuguemos.com
- studyspanish.com
- wordreference.com
- curriculumpathways.com (students will need to create a free account)
- functioning microphone or other method of recording audio

Policies

Students are accountable for all information in the [Student Handbook \(https://www.liberty.edu/online-academy/wp-content/uploads/2021/11/LUOA-Student-Handbook.pdf\)](https://www.liberty.edu/online-academy/wp-content/uploads/2021/11/LUOA-Student-Handbook.pdf). Below are a few policies that have been highlighted from the Student Handbook.

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:

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

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 Resubmission and Honor Code policies apply to that assessment (see the Resubmission Policy and Honor Code Policy below 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.

Honor Code Policy

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 Director of Faculty 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 values.

The curriculum department has approved required educational materials for students.

Schedule

Module 1: Repaso de Verbos y Fundamentos

Week 1: Repaso del Presente

Week 2: Estrategias y Recursos

Week 3: Más repaso

Week 4: Las preposiciones, los adjetivos, y los complementos

Module 2: Las preposiciones, los adjetivos, y los complementos

Week 5: Las Preguntas y el Presente Progresivo

Week 6: El Pretérito y El Imperfecto

Week 7: El Pluscuamperfecto y Los Tiempos Perfectos

Week 8: Más Repaso y Práctica

Module 3: Verbos, Adjetivos, y Pronombres

Week 9: Los Reflexivos y No reflexivos

Week 10: Los Adjetivos y Pronombres y La Cultura

Week 11: La Escucha y las Partes del Cuerpo

Module 4: En el Futuro

Week 12: El Futuro

Week 13: Más Práctica con El Futuro y Por vs. Para

Week 14: Adjetivos, Comparaciones, Superlativos y Semana Santa

Week 15: En el Restaurante, El Cacao, y Ofrendar

Module 5: El Modo Imperativo y Repaso

Week 16: El Modo Imperativo

Week 17: Compartir El Evangelio

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 Cláusulas Adverbiales

Module 9: La Gran Palabra Si, la Política, y la Tecnología

Week 30 Por vs. Para, la Política, y la Tecnología

Week 31: Los Pronombres Relativos, la Tecnología

Week 32: Situaciones Posibles con Si y Situaciones Contrarias a la Realidad con Si

Week 33: Discurso Reportado y las Cláusulas Imposibles de Cambiar

Module 10: Estrategias para Comunicarse Bien y el Proyecto Final

Week 34: Cognados y las Buenas Nuevas

Week 35: El Evangelio y el Español

Week 36: El Proyecto Final y el Examen del Semestre