

LAN2200_202338_Staging_EMBR_TEM

LAN-2200

2023 05/01/2023 to 04/30/2024 Modified 03/27/2023

Course Description

This year-long course includes mastery of basic concepts of the Spanish language with an introduction to intermediate grammatical concepts. Using web-based technology, students will begin this exciting journey of learning a second language. Students will build language skills and learn about various Spanish-speaking countries and their cultures. Students will use and develop their language skills through listening, speaking, reading, and writing. Additionally, students will learn more about their own faith by reading the Bible in Spanish and analyzing Bible stories.

Rationale

Understanding the benefits of acquiring a second language, this course is a key first step for students who want to learn one of the most widely spoken languages in the world, Spanish. As a result of acquiring a second language, students are able to communicate with more people from around the world.

Course Learning Outcomes

- A. The student will produce well-structured, grammatically sound writing for Spanish I.
- B. The student will speak Spanish using the few structures and the limited vocabulary learned.
- C. The student will explain various parts of simple Spanish grammar.
- D. The student will describe certain Spanish-speaking countries in general terms.
- E. The student will work within the confines of the language and culture for Spanish I through a biblical worldview.

Biblical Integration Outcomes

- A. The student will learn to read key Bible verses in Spanish.
- B. The student will understand what the Bible teaches about the body as a temple.
- C. The student will learn Spanish vocabulary through biblical applications.
- D. The student will learn about good habits in Spanish.
- E. The student will learn about bad habits in Spanish.

Course Resources

See Ember's [Systems Requirements](#) for computer specifications necessary to operate this curriculum.

- Note: Embedded YouTube videos may be utilized to supplement Ember's YouTube videos are the property of the respective content creator, licensed to YouTube for distribution and user access. As a non-profit educational institution, Ember 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 Policies

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."

- **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.

Materials Selection Policy

Ember 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 Ember 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.

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.

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. With Ember, the teacher may be a physical school teacher or the student's parent/guardian. The teacher can give another attempt from his or her Canvas account. For more information on how to do this, please review the Ember orientation course.

Schedule

Module 1: Mi Viaje

- Week 1: Alphabet and Pronunciation
- Week 2: Useful Phrases
- Week 3: Definite Articles
- Week 4: Indefinite Articles

Module 2: Mi Día

- Week 5: Regular -AR verbs
- Week 6: Regular -ER Verbs
- Week 7: Regular -IR Verbs
- Week 8: The Verb Tener
- Week 9: Quarter 1 Exam

Module 3: Mi Familia

- Week 10: Ser and Estar
- Week 11: Prepositions and Introductions
- Week 12: Telling Time

Module 4: El Cuerpo Humano

- Week 13: The Human Body
- Week 14: Adjectives
- Week 15: Good and Bad Habits

Module 5: La Comida Hispana

- Week 16: Food
- Week 17: Present Progressive
- Week 18: Final Exam and Project

Module 6: Sur América

- Week 19: The Verb Ir and Asking Questions
- Week 20: Ir + a + Infinitive
- Week 21: The Verb Jugar and Sur América
- Week 22: Stem-Changing Verbs o>ue

Module 7: La Ciudad

- Week 23: City Vocabulary
- Week 24: Stem-Changing Verbs e-ie and e-i
- Week 25: Irregular Verbs
- Week 26: Por vs Para
- Week 27: Quarter 3 Exam and Project

Module 8: La Casa

- Week 28: Comparisons of Equality and Inequality
- Week 29: Direct Objects
- Week 30: -AR Verbs in the Preterit Tense
- Week 31: -ER/-IR Verbs in the Preterit Tense

Module 9: El Pasado

- Week 32: Spelling-Change Verbs in the Preterit Tense

- Week 33: Uses of Acabar de
- Week 34: El Pasado
- Week 35: Review of Verbs
- Week 36: Quarter 4 Exam and Project