

Spanish II

Time on Task: 3.5 hours per week

Course Philosophy

The essential elements for foreign language studies are to reflect the nature and character of God in both the process and product of communication. In foreign language the student will learn the importance of developing good and godly communication through the skills of phonics, grammar, writing, listening activities, spelling videos, and local cultures. The ultimate goal of the foreign language is to develop the necessary skills to understand and to communicate in another language, to appreciate other cultures, and to instill compassion to reach others through world missions.

Course Description

Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition.

Goals and Objectives	Scope and Sequence	Spiritual Goals
<p>Texas Essential Knowledge and Skills (TEKS)</p> <p>§114.22. Levels I and II - Novice Progress Checkpoint (One Credit Per Level).</p> <p>(a) General requirements.</p> <p>(1) Levels I and II - Novice progress checkpoint can be offered in elementary, middle, or high school. At the high school level, students are awarded one unit of credit per level for successful completion of the level.</p> <p>(2) Using age-appropriate activities, students develop the ability to perform the tasks of the novice language learner. The novice language learner, when dealing with familiar topics, should:</p> <p>(A) understand short utterances when listening and respond orally with learned material;</p> <p>(B) produce learned words, phrases, and sentences when speaking and writing;</p> <p>(C) detect main ideas in familiar material when listening and reading;</p>	<p>Scope and Sequence</p> <ul style="list-style-type: none"> • ¡Buen provecho! <ul style="list-style-type: none"> ○ Communicative Objectives ○ Vocabulary ○ Structures ○ Culture ○ Reading and Writing • ¡A divertirnos! <ul style="list-style-type: none"> ○ Communicative Objectives ○ Vocabulary ○ Structures ○ Culture ○ Reading and Writing • ¿En qué puedo servirle? <ul style="list-style-type: none"> ○ Communicative Objectives ○ Vocabulary 	<p>Spiritual Goals</p> <p>God’s intended purpose for Spanish:</p> <ol style="list-style-type: none"> 1. To recognize that God originated all languages. 2. To recognize that the existence of a number of languages has beneficial effect in the world. 3. To realize that God has control over men’s ability to speak and understand other languages. 4. To understand that obedience to the commands of the Lord requires going to people of all languages. 5. To realize that learning to speak a language well depends on hearing it spoken and practicing it consistently. 6. To understand that language aptitude and/or experience can contribute to our usefulness in God’s service.

<p>(D) make lists, copy accurately, and write from dictation; (E) recognize the importance in communication to know about the culture; and (F) recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar.</p> <p>(3) Students of classical languages use the skills of listening, speaking, and writing to reinforce the skill of reading.</p> <p>(b) Introduction.</p> <p>(1) Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition.</p> <p>(2) Students of languages other than English gain the knowledge to understand cultural practices (what people do) and products (what people create) and to increase their understanding of other cultures as well as to interact with members of those cultures. Through the learning of languages other than English, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of languages other than English develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using languages other than English to participate in communities in Texas, in other states, and around the world.</p>	<ul style="list-style-type: none"> ○ Structures ○ Culture ○ Reading and Writing • Vamos de viaje <ul style="list-style-type: none"> ○ Communicative Objectives ○ Vocabulary ○ Structures ○ Culture ○ Reading and Writing • !Tu salud es lo primero! <ul style="list-style-type: none"> ○ Communicative Objectives ○ Vocabulary ○ Structures ○ Culture ○ Reading and Writing <p>Correlation with TEKS <u>Arriba Comunicación y cultura</u> (5th ed) Pearson/Prentice Hall Student ISBN 978-0-13-222327 Teacher ISBN 978-0-13-230936-3</p>	<p>7. To recognize that in heaven all nations and languages will be represented.</p> <p>Biblical Integration Truth Statements</p> <p>1. <i>What is prime reality, the really real?</i> God exists and is the ultimate reality. (Psalm 90:2, Revelation 22:13)</p> <ol style="list-style-type: none"> a. God designed, created, and sustains His creation. (Genesis 1:1-31) b. God is good, holy, and loving. (Luke 18:19, 1 John 4:16, 1 Peter 1:16, Psalm 145:12) c. God is omniscient – all knowing. (Romans 11:33-36, Psalm 147:5) d. God is sovereign – nothing is beyond His ultimate interest, control, and authority. (Daniel 4:25) e. God is personal and also triune-He is coequally and coeternally God the Father, God the Son, Jesus, and God the Holy Spirit. (Hebrews 1:3) <p>2. <i>What is the nature of external reality, that is, the world around us?</i></p> <ol style="list-style-type: none"> a. God is the source of everything and created the universe out of nothing. (Genesis 1:1) b. The universe was created by God to be orderly. (Isaiah 45:18, Psalm 147:4) c. God is constantly involved in the
---	---	---

<p>(c) Knowledge and skills.</p> <p>(1) Communication. The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. <i>The student is expected to:</i></p> <p>(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information;</p> <p>(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics; and</p> <p>(C) present information using familiar words, phrases, and sentences to listeners and readers.</p> <p>(2) Cultures. The student gains knowledge and understanding of other cultures. <i>The student is expected to:</i></p> <p>(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and</p> <p>(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.</p> <p>(3) Connections. The student uses the language to make connections with other subject areas and to acquire information. <i>The student is expected to:</i></p> <p>(A) use resources (that may include technology) in the language and cultures being studied to gain access to information; and</p> <p>(B) use the language to obtain, reinforce, or expand knowledge of other subject areas.</p> <p>(4) Comparisons. The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. <i>The student is expected to:</i></p> <p>(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;</p> <p>(B) demonstrate an understanding of the concept of culture</p>	<p>Review Chapters 1-5</p> <p>Chapters 6-10</p> <p>Chapters 6-10</p> <p>Chapters 6-10</p> <p>Review Chapters 1-5</p> <p>Chapters 6-10</p> <p>Chapters 6-10</p> <p>Review Chapters 1-5</p> <p>Chapters 6-10</p> <p>Chapters 6-10</p> <p>Review Chapters 1-5</p> <p>Chapters 6-10</p> <p>Chapters 6-10</p>	<p>unfolding pattern of the ongoing operation of the universe. (Psalm 24:1-2, Psalm 32:13-15)</p> <p>d. The universe reflects His glory. (Psalm 8:1, Psalm 19:1)</p> <p>3. What is a human being?</p> <p>a. God created humans to know Him intimately and to have a loving relationship with Him. (Psalm 100:3)</p> <p>b. Human beings are created in the image of God with the capacity to choose. (Genesis 1:27, Proverbs 8:10)</p> <p>c. Adam and Eve chose disobedience and brought death to themselves and sin entered the world. (Romans 5:12)</p> <p>d. All human beings have a choice and all have chosen sin that brings separation from God. (Romans 3:23)</p> <p>e. Sin is rebellion against God's wishes and ways and this destroys our relationship with God. (Romans 8:7-8)</p> <p>f. God provides a way back to Himself through the death of His son Jesus (the second person of the Trinity), on the cross. (John 3:16, Romans 6:23)</p> <p>g. Human beings must respond to God with repentance of our sins, receiving forgiveness, and accepting Jesus as our Savior. (Romans 10:9-10)</p> <p>4. What happens to a person at death?</p> <p>a. For each person death is either</p>
--	--	---

<p>through comparisons of the student's own culture and the cultures studied; and</p> <p>(C) demonstrate an understanding of the influence of one language and culture on another.</p> <p>(5) Communities. The student participates in communities at home and around the world by using languages other than English. <i>The student is expected to:</i></p> <p>(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and</p> <p>(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development.</p>	<p>Chapters 6-10</p> <p>Teacher-generated Materials</p> <p>Teacher-generated Materials</p> <p>Student Activities</p> <p>Role Play Games/Puzzles Stories Songs Projects Cooperative Learning Journaling Graphic Organizers Small Groups Drawing Manipulatives Writer's Workshop Portfolio Crafts Videos</p> <p>Teaching Strategies</p> <p>Direct Instruction Open-ended Questions Discussion Demonstration Brainstorming Problem Solving</p>	<p>the gate to life with God and His people or the gate to eternal separation from God. (1 Corinthians 50:52)</p> <p>b. After death, your soul will continue to exist in an eternal way and there is a final judgment by God. (Revelation 20:12)</p> <p>c. Everyone chooses to honor and love Him by accepting Jesus as our Lord and Savior or makes a choice to reject Jesus and grasp for self-fulfillment and personal glory. (Romans 6:23)</p> <p>d. Those who received Jesus as Savior will spend eternity in Heaven with God. (Philippians 4:10-21)</p> <p>e. Those who rejected Jesus as Savior will spend eternity in Hell without God. (Hebrews 10:26-27)</p> <p>5. <i>Why is it possible to know anything at all?</i></p> <p>a. Human beings can both know the world around them and God Himself because God has built within them the capacity to do so and because He takes an active role in communicating with them. (John 16:13)</p> <p>b. God's own intelligence is the basis of human intelligence. Knowledge is possible because there is something to be known (God and His creation) and someone to know (God and human beings made in His</p>
---	---	---

	<p>Read Aloud Facilitating Cooperative Learning</p> <p>Evaluation Procedures Observation Class Participation Quizzes/Tests Projects Reports Survey (oral/written) Portfolio</p> <p>Other Resources and Bibliography None</p>	<p>image). (Genesis 1:27)</p> <p>c. God reveals, Himself to us in two basic ways: by general revelation and by special revelation. (Exodus 3:2, Psalm 19:1-4)</p> <p>d. In general revelation, God speaks through the creation of the universe and through His word, the Bible. (2 Samuel 22:31, Psalm 19:1)</p> <ul style="list-style-type: none"> ➤ The Bible is internally consistent and unified in its principles and claims. ➤ There is tremendous coherence across the many authors and centuries during which the various books were written and in which its stories unfold. ➤ It is relevant to all the cultures of the world <p>e. Special revelation is God revealing Himself through supernatural ways. Jesus Christ is the ultimate special revelation. He showed us what God is like more fully than any other form of revelation can. Because Jesus was also completely human, he spoke more clearly to us than any other form of revelation can. (John 14:7)</p> <p>6. <i>How do we know what is right and wrong?</i></p> <p>a. Ethics or the knowledge of right and wrong is based on the</p>
--	--	---

		<p>character of God as good (holy and loving). (Psalm 33:4)</p> <p>b. There is an absolute standard by which all moral judgments are measured and God Himself – His character of goodness (holiness and love) – is the standard. (1 Samuel 2:3)</p> <p>c. As a result of sin, morally, we have become less able to discern good and evil and less able to know God as He truly is. (Proverbs 1:7)</p> <p>d. God has revealed His standard in the various laws and principles expressed in the Bible. (Psalm 111:10)</p> <ul style="list-style-type: none"> ➤ He has dictated absolute moral truth to us. ➤ Every truth must conform to Biblical principles. ➤ Every choice must reflect God’s moral truth. ➤ We must promote, defend, and teach these truths to others. <p>7. <i>What is the meaning of human history?</i></p> <p>a. History is a meaningful sequence of events leading to the fulfillment of God’s purposes for humanity. (Psalm 22:27-28, Psalm 47:3)</p> <p>b. History is going somewhere, directed toward a known end. (Matthew 25:34)</p> <p>c. History is a form of revelation, not only does God reveal</p>
--	--	---

		<p>Himself in history, but the very sequence of events is revelation. (Psalm 33:13-14, Psalm 47:9)</p> <p>d. History has meaning because God is behind all events, not only sustaining all things by His powerful word but also in all things working for the good of those who love Him. (Psalm 40:5, Romans 8:28)</p> <p><i>What should our response be to God?</i> <i>What were we made for?</i></p> <p>We were made to Love – Matthew 22:37, Worship – Romans 12:1, Obey – 2 John 6, and Give Glory – Psalm 96:3.</p>
--	--	--