

The Well-Trained Mind Academy  
**German I**

**Course Blackboard site:** wtma.blackboard.com

**Required Texts**

- *Klasse! A1 Kursbuch* (Textbook) + online access to audio and videos
- *Klasse! A1 Arbeitsbuch* (Workbook) + online access to audio and videos
- Der Schatz von Hiddensee, published by Klett

*Additional texts, readings, videos, and audio files will be provided for the students on Blackboard, either as PDFs or links.*

**Course Description**

This introductory course is designed to excite students about the language and cultures of German-speaking countries and give them a foundation for continued study in high school or at the college level.

Over the course of the year, students will learn how to describe their likes and dislikes, describe their families and their surroundings, talk about places and explain how to get there, and describe their hobbies.

Students will use skills in the following areas and build global competency skills for future careers and experience based on the [World-readiness Standards for Learning Languages](#) from the American Council on the Teaching of Foreign Languages: Communication, Cultures, Connections, Comparisons, and Communities.

**Can-Do Statements**

To track student development, we will be using the [Can Do Statements](#) established by the American Council on the Teaching of Foreign Languages. The benchmarks of what you'll be able to communicate are Novice-Low:

**I can** understand memorized or familiar words when they are supported by gestures or visuals in informational and fictional texts, as well as conversations. (*Interpretive Communication*)

**I can** provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. (*Interpersonal Communication*)

**I can** express some basic needs and basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals. (*Interpersonal Communication*)

**I can** introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals. (*Presentational Communication*)

In my own and other cultures **I can** identify products and practices to help me understand perspectives. (*Intercultural Communication*)

**I can** communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. (*Intercultural Communication*)

### **Course Methods**

The approach to this course is to provide comprehensible input, first modeling language and then providing ample opportunities for students to practice words and structures necessary for expressing themselves. As a result, there is an emphasis on listening and reading first, then reproducing speech and text, and finally generating language to express ideas using the target language.

Stories play a major role in developing the skills for effective communication in French. Chapters of a short novel will be assigned at various parts of the course to encourage students to develop their reading skills and gain exposure to French language, as well as provide additional opportunities for students to see how the language is used in the context of a larger narrative.

### **Written Assignments**

*End of Unit Project* (32% of final grade): At the end of every other unit, you'll complete a final project. These projects are designed to provide you with another opportunity to use the language skills you've recently acquired *and* be creative. Some projects will be completed on your own, while others require collaboration.

### **Quizzes and Tests**

*Chapter test* (28% of final grade): With the exception of the first two tests and the last test, tests cover the material of two chapters. Keep in mind that language is cumulative, so each exam also (necessarily) covers all previously learned material!

*Vocabulary and Grammar Quizzes* (5%): These quizzes are given in class and can be announced or unannounced. Prepare for these classes by watching the grammar lesson videos, completing notebook worksheets and grammar exercises, and learning the vocabulary before their due dates. If you keep up on your learning, you'll do fine!

### **Other Assignments/Requirements**

*Grammar Notebook* (5%): For every grammar lesson, students will be adding to their grammar notebooks. PDFs will be provided by the instructor; students are advised to fill out the notebook *by hand*. Credit is awarded when students hand in a scan or a photograph of their work. *\*Images must be clear enough for instructor to read student handwriting\**

Chats with Instructor (5%): You will meet with your instructor three times during the school year (during the midterm exam period and twice during the spring semester) to have a short conversation. This will be your chance to practice speaking, covering topics and grammar concepts from the academic year used up to that point.

Reading Work (7%): To get students reading in German, we'll be reading short stories. Students will be asked to complete comprehension checks, short quizzes on vocabulary, and handouts.

Class Participation (18%): This grade includes participation and attendance (9%) and homework (9%).

### Grading breakdown

Class Participation (Participation/Attendance/Homework)	18%
Vocabulary & Grammar Quizzes	5%
Grammar Notebook	5%
Chats with the instructor	5%
Reading Work	7%
End of Unit Project:	32%
Chapter Tests/Final Tests:	28%

Example Schedule:

Week #	Chapter	Test/Project
Week 1	Overview of book, how to learn a language Kapitel 1 - <i>Klasse! A1</i>	
Week 2		
Week 3		Test: Kapitel 1 Projekt: Kapitel 1
Week 4	Kapitel 2 - <i>Klasse! A1</i>	
Week 5		
Week 6		Test: Kapitel 2 Projekt: Kapitel 2
Week 7	Fall Break Kapitel 3 - <i>Klasse! A1</i>	

Week 8		
Week 9		
Week 10		Test: Kapitel 3 Projekt: Kapitel 3
Week 11	Kapitel 4 - <i>Klasse! A1</i>	
Week 12		
Week 13		Test: Kapitel 4 Projekt: Kapitel 4
Week 14	Kapitel 5 - <i>Klasse! A1</i>	
Week 15	Thanksgiving Break	
Week 16		Test: Kapitel 5 Projekt: Kapitel 5
Week 17	Novel work	
Week 18	Exam Week - no class Chat with Instructor	
Winter Break		
Week 19	Kapitel 6 - <i>Klasse! A1</i>	
Week 20		
Week 21		
Week 22		Test: Kapitel 6 Projekt: Kapitel 6
Week 23	Kapitel 7 - <i>Klasse! A1</i>	
Week 24		

Week 25		Test: Kapitel 7 Projekt: Kapitel 7
Week 26	Kapitel 8 - <i>Klasse! A1</i>	
Spring Break		
Week 27		
Week 28		
Week 29		Test: Kapitel 8 Projekt: Kapitel 8
Week 30	Kapitel 9 - <i>Klasse! A1</i>	
Week 31		
Week 32		Test: Kapitel 9 Projekt: Kapitel 9
Week 33	Novel Work	
Week 34	Novel Work	
Week 35	Exam Week - no class Chat with Instructor	

The Well-Trained Mind Academy  
**German II**

**Course Blackboard site:** wtma.blackboard.com

**Required Text(s)**

*Klasse! A1* Kursbuch (Textbook) + CDs  
*Klasse! A1* Arbeitsbuch (Workbook) + CDs

*Klasse! A2* Kursbuch (Textbook) + CDs  
*Klasse! A2* Arbeitsbuch (Workbook) + CDs

*Ein Basketballstar am Main* published by Klett

Please note: if you are a new student and you do not have a copy of *Klasse! A1*, please contact [info@wtmacademy.com](mailto:info@wtmacademy.com) to receive information for ordering only the chapters you'll need.

Additional texts, readings, videos, and audio files will be provided for the students on Blackboard, either as PDFs or links.

**Course Description**

This course builds on the foundation established in German I. Over the course of the year, students will learn how to shop for clothes in a German-speaking country, how to talk about their emotions and ask how others are doing, learn more about foods and the traditions surrounding them, and they will be able to talk about films they've seen. To accomplish these communicative tasks, they will learn the accompanying grammatical structures. Students will use skills in the following areas and build global competency skills for future careers and experience based on the [World-readiness Standards for Learning Languages](#) from the American Council on the Teaching of Foreign Languages: Communication, Cultures, Connections, Comparisons, and Communities.

**Can -Do Statements**

To track student development, we will be using the [Can Do Statements](#) established by the American Council on the Teaching of Foreign Languages. The benchmarks of what you'll be able to communicate (a combination of Novice Mid and Novice High "*I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized*").):

*I can* communicate on some very familiar topics using a variety of words and phrases that I have practiced and memorized. (Interpersonal Communication)

*I can* present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions. (Presentational Speaking)

*I can* write short messages and notes on familiar topics related to everyday life.  
(Presentational Writing)

*I can* often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said. (Interpretive Listening)

*I can* understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read. (Interpretive Reading)

### **Course Methods**

The approach to this course is to provide comprehensible input, first modeling language and then providing ample opportunities for students to practice words and structures necessary for expressing themselves. As a result, there is an emphasis on listening and reading first, then reproducing speech and text, and finally generating language to express ideas using the target language.

Stories play a major role in developing the skills for effective communication in German. Chapters of a short novel will be assigned at various parts of the course to encourage students to develop their reading skills and gain exposure to German language, as well as provide additional opportunities for students to see how the language is used in the context of a larger narrative.

### **Written Assignments**

End of Unit Project (25% of final grade): At the end of every other unit, you'll complete a final project. These projects are designed to provide you with another opportunity to use the language skills you've recently acquired and be creative. Some projects will be completed on your own, while others require collaboration.

### **Quizzes and Tests**

Chapter test (26% of final grade): Keep in mind that language is cumulative, so each exam also (necessarily) covers all previously learned material!

Vocabulary and Grammar Quizzes (5%): These quizzes are given in class and can be announced or unannounced. Prepare for these classes by watching the grammar lesson videos, completing notebook worksheets and grammar exercises, and learning the vocabulary before their due dates. If you keep up on your learning, you'll do fine!

### **Other Assignments/Requirements**

Grammar Notebook (8%): For every grammar lesson, students will be adding to their grammar notebooks. PDFs will be provided by the instructor; students are advised to fill out the notebook by hand. Credit is awarded when students hand in a scan or a photograph of their work. \*Images must be clear enough for instructor to read student handwriting\*

Chats with the instructor (7%): You will meet with your instructor three times during the school year (during the midterm exam period and twice during the spring semester) to have a short conversation. This will be your chance to practice speaking, covering topics and grammar concepts from the academic year used up to that point.

Reading Work (5%): To get students reading in German, we'll be reading short stories. Students will be asked to complete comprehension checks, short quizzes on vocabulary, and handouts.

Class Participation (24%): This grade includes participation and attendance (6%) and hand-in homework (18%).

### **Grading breakdown**

Class Participation (Participation/Attendance/Homework)	24%
Vocabulary & Grammar Quizzes	5%
Grammar Notebook	8%
Chats with the instructor	7%
Reading Work	5%
End of Unit Project:	25%
Chapter Tests/Final Tests:	26%



## Schedule

The schedule is subject to frequent updates. Please see Blackboard/email for changes.

Week #	Chapter	Test/Project
Week 1	Overview of book, how to learn a language Kapitel 10 - <i>Klasse! A1</i>	
Week 2		
Week 3		Test: Kapitel 10 Projekt: Kapitel 10
Week 4	Kapitel 11 - <i>Klasse! A1</i>	
Week 5		
Week 6		Test: Kapitel 11 Projekt: Kapitel 11
Week 7	Fall Break Kapitel 12 - <i>Klasse! A1</i>	
Week 8		
Week 9		
Week 10		Test: Kapitel 12 Projekt: Kapitel 12
Week 11	Kapitel 1 - <i>Klasse! A2</i>	
Week 12		
Week 13		Test: Kapitel 1 Projekt: Kapitel 1
Week 14	Kapitel 2 - <i>Klasse! A12</i>	
Week 15	Thanksgiving Break	

Week 16		
Week 17		Test: Kapitel 2 Projekt: Kapitel 2
Week 18	Exam Week - no class Chat with Instructor	
Winter Break		
Week 1	Kapitel 3 - <i>Klasse! A2</i>	
Week 2		
Week 3		
Week 4		Test: Kapitel 2 Projekt: Kapitel 2
Week 5	Kapitel 4 - <i>Klasse! A1</i>	
Week 6		
Week 7		Test: Kapitel 4 Projekt: Kapitel 4
Week 8	Kapitel 5 - <i>Klasse! A1</i>	
Spring Break		
Week 9		
Week 10		Test: Kapitel 5 Projekt: Kapitel 5
Week 11	Kapitel 6 - <i>Klasse! A1</i>	
Week 12		
Week 13		Test: Kapitel 6 Projekt: Kapitel 6

Week 14	Novel Work	
Week 15	Novel Work	
Week 16	Novel Work	
Week 17	Exam Week - no class Chat with Instructor	

The Well-Trained Mind Academy  
**German III**

**Course Blackboard site:** wtma.blackboard.com

**Required Texts**

- *geni@l klick A2 Kursbuch (Textbook) + CDs*
- *geni@l klick A2 Arbeitsbuch (Workbook) + CDs*
  
- *Nordseepirat*, by Robert Harrell
- *Ritter von heute*, by Robert Harrell

Please note: if you are a new student and you do not have a copy of *geni@l klick A2*, please contact [info@wtmacademy.com](mailto:info@wtmacademy.com) to receive information for ordering only the chapters you'll need.

*Additional texts, readings, videos, and audio files will be provided for the students on Blackboard, either as PDFs or links.*

**Course Description**

This course builds on the foundation established in German II.

Over the course of the year, students will learn how to correct false statements and offer correct information, discuss films and books, talk about changes over time and into the future, compare their own country to other countries, and talk about strengths and weaknesses. To accomplish these communicative tasks, they will learn the accompanying grammatical structures.

Students will use skills in the following areas and build global competency skills for future careers and experience based on the [World-readiness Standards for Learning Languages](#) from the American Council on the Teaching of Foreign Languages: Communication, Cultures, Connections, Comparisons, and Communities.

**Can-Do Statements**

To track student development, we will be using the [Can Do Statements](#) established by the American Council on the Teaching of Foreign Languages. The benchmarks of what you'll be able to communicate as a Novice-High learner "*I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.*"):

*I can* identify the topic and some isolated facts from simple sentences in informational texts; *I can* understand familiar questions and statements from simple sentences in conversations. (*Interpretive Communication*)

*I can* express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic. (Interpersonal Communication)

*I can* present on familiar and everyday topics, using simple sentences most of the time. (Presentational Communication)

*I can* communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. (Intercultural Communication)

### **Course Methods**

The approach to this course is to provide comprehensible input, first modeling language and then providing ample opportunities for students to practice words and structures necessary for expressing themselves. As a result, there is an emphasis on listening and reading first, then reproducing speech and text, and finally generating language to express ideas using the target language.

Stories play a major role in developing the skills for effective communication in French. Chapters of a short novel will be assigned at various parts of the course to encourage students to develop their reading skills and gain exposure to French language, as well as provide additional opportunities for students to see how the language is used in the context of a larger narrative.

### **Assessment**

Grades are determined by cumulative total of points which are indicated according to the ACTFL Core Competencies. They are: Interpersonal Communication, Presentational Speaking and Writing, Interpretive Listening and Reading. These competencies are each 20% of the grade. Various assignments are given differing point values, so that a missing 10 point homework/practice does not have the same impact on the grade as a missing project of 100 points. The point value of an assignment reflects the size of the assignment, the length of time necessary to complete the assignment and the scope (i.e. Homework, Quiz or Unit Test) of the assignment.

*Test/exams/project 40- 100 points*

These checks for mastery of units and concepts

*Quizzes = 20-50 points*

These are often small checks/assessments to assure that the student understands the current concepts being taught.

*Homework/daily assignments =5-30 points*

This is graded for completion or in-class participation. It is a practice/learning place for the student. Homework should be complete on the due date when the student comes to class. We go over this in class and it is needed as a learning tool for the next concept, or to reinforce the current concept.

**Grading breakdown**

Interpersonal Communication - 20%

Presentational Speaking - 20%

Presentational Writing - 20%

Interpretive Listening - 20%

Interpretive Reading - 20%

## Schedule

The schedule is subject to frequent updates. Please see Blackboard/email for changes.

Week #	Chapter	Test/Project
Week 1	Overview of book, how to learn a language Kapitel 7, <i>geni@l klick 2</i>	
Week 2		
Week 3		
Week 4		Projekt Test: Kapitel 7
Week 5	Kapitel 8, <i>geni@l klick 2</i>	
Week 6		
Week 7		Projekt Test: Kapitel 8
Week 8	Kapitel 9, <i>geni@l klick 2</i>	
Week 9		
Week 10		Projekt Test: Kapitel 9
Week 11	Novel Work	
	Thanksgiving Break	
Week 12	Kapitel 10, <i>geni@l klick 2</i>	
Week 13		
Week 14		
Week 15		

Week 16		Projekt Test: Kapitel 10
Week 17		
	Winter Break	
Week 18	Kapitel 11, <i>geni@l klick 2</i>	
Week 19		
Week 20		Projekt Test: Kapitel 11
Week 21	Kapitel 12, <i>geni@l klick 2</i>	
Week 22		
Week 23		
Week 24		Projekt Test: Kapitel 12
	Spring Break	
Week 25	Novel Work	
Week 26	Novel Work	
Week 27	Novel Work	
Week 28	Novel Work	
Week 29	Novel Work	
Week 30	Novel Work	
Week 31	Novel Work	
Week 32	Exam Week	



The Well-Trained Mind Academy  
**German IV/V**

**Course Blackboard site:** wtma.blackboard.com

**Required Texts**

All students should purchase:

- geni@I klick B1 Kursbuch (Textbook) + CDs
- geni@I klick B1 Arbeitsbuch (Workbook) + CDs
- Schreiben lernen: A Writing Guide for Learners of German
- Ritter von heute, by Robert Harrell
- Yildiz heißt Stern, by Isolde Heyne

*Students who have completed German III with the Well-Trained Academy already own the main text and workbooks and do not need to order them again!*

*Additional texts, readings, videos, and audio files will be provided for the students on Blackboard, either as PDFs or links.*

**Course Description**

This course builds on the foundation established in German III.

Over the course of the year, students will deepen their understanding of German grammar. They will also further develop their reading, speaking, and writing skills by exploring historical, artistic, literary, and political topics in greater detail. In German IV, there will be a greater focus on reading and analyzing literary texts (we'll be reading the classic, *Das doppelte Lottchen*--known in English as *The Parent Trap*), as well as written and oral expression. At the end of the year, students will be able to make arguments and counterarguments, discuss works of art, plan for trips, understand ads and create a job application.

Students will use skills in the following areas and build global competency skills for future careers and experience based on the [World-readiness Standards for Learning Languages](#) from the American Council on the Teaching of Foreign Languages: Communication, Cultures, Connections, Comparisons, and Communities.

**Can-Do Statements**

To track student development, we will be using the [Can Do Statements](#) established by the American Council on the Teaching of Foreign Languages. The benchmarks of what you'll be able to communicate as an Intermediate Low learner:

*I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.*

*I can identify the topic and related information from simple sentences in short informational texts; I can identify the main idea in short conversations.* (Interpretive Communication)

*I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions; I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.* (Interpersonal Communication)

*I can present personal information about my life, activities and events, using simple sentences; I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.* (Presentational Communication)

*I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.* (Intercultural Communication)

## **Course Methods**

The approach to this course is to provide comprehensible input, first modeling language and then providing ample opportunities for students to practice words and structures necessary for expressing themselves. As a result, there is an emphasis on listening and reading first, then reproducing speech and text, and finally generating language to express ideas using the target language.

Stories play a major role in developing the skills for effective communication in German. Chapters of a short novel will be assigned at various parts of the course to encourage students to develop their reading skills and gain exposure to German language, as well as to provide additional opportunities for students to see how the language is used in the context of a larger narrative.

## **Assessment**

Grades are determined by cumulative total of points which are indicated according to the ACTFL Core Competencies. They are; Interpersonal Communication, Presentational Speaking and Writing, Interpretive Listening and Reading. These competencies are each 20% of the grade. Various assignments are given differing point values, so that a missing 10 point homework/practice does not have the same impact on the grade as a missing project of 100 points. The point value of an assignment reflects the size of the assignment, the length of time

necessary to complete the assignment and the scope (i.e. Homework, Quiz or Unit Test) of the assignment.

*Test/exams/project 40- 100 points*

These checks for mastery of units and concepts

*Quizzes = 20-50 points*

These are often small checks/assessments to assure that the student understands the current concepts being taught.

*Homework/daily assignments =5-30 points*

This is graded for completion or in-class participation. It is a practice/learning place for the student. Homework should be complete on the due date when the student comes to class. We go over this in class and it is needed as a learning tool for the next concept, or to reinforce the current concept.

### **Grading breakdown**

Interpersonal Communication - 20%

Presentational Speaking - 20%

Presentational Writing - 20%

Interpretive Listening - 20%

Interpretive Reading - 20%

### **Schedule**

*The schedule is subject to frequent updates from me. Please see Blackboard/email for changes.*

Week #	Chapter	Tests and Projects
Week 1	Introduction to the course; Overview of language learning skills  geni@l klick B1, Chapter 4	
Week 2	geni@l klick B1, Chapter 4	
Week 3	geni@l klick B1, Chapter 4	
Week 4	geni@l klick B1, Chapter 4	Chapter 4 test assigned
Week 5	geni@l klick B1, Chapter 5	Chapter 4 test due; Project due

Week 6	geni@l klick B1, Chapter 5	
Week 7	geni@l klick B1, Chapter 5	Chapter 5 test assigned
Week 8	geni@l klick B1, Chapter 6	Chapter 5 test due; Project due
Week 9	geni@l klick B1, Chapter 6	
Week 10	geni@l klick B1, Chapter 6	Chapter 5 test assigned
Week 11	geni@l klick B1, Chapter 7	Chapter 6 test due; Project due
Week 12	geni@l klick B1, Chapter 7	
Week 13	geni@l klick B1, Chapter 7	Chapter 7 test assigned
Week 14	geni@l klick B1, Chapter 8	Chapter 7 test due; Project due
Week 15	geni@l klick B1, Chapter 8	
Week 16	geni@l klick B1, Chapter 8	Chapter 8 test assigned
Week 17	geni@l klick B1, Chapter 8	Chapter 8 test due; Project due
Week 18	Exam Week: No Classes	Chat with instructor
Week 19	geni@l klick B1, Chapter 9	
Week 20	geni@l klick B1, Chapter 9	
Week 21	geni@l klick B1, Chapter 9	Chapter 9 test assigned
Week 22	geni@l klick B1, Chapter 10	Chapter 9 test due; Project due
Week 23	geni@l klick B1, Chapter 10	
Week 24	geni@l klick B1, Chapter 10	Chapter 10 test assigned

Week 25	geni@l klick B1, Chapter 11	Chapter 10 test due; Project due
Week 26	geni@l klick B1, Chapter 11	
Week 27	geni@l klick B1, Chapter 11	Chapter 11 test assigned
Week 28	geni@l klick B1, Chapter 12	Chapter 11 test due; Project due
Week 29	geni@l klick B1, Chapter 12	
Week 30	geni@l klick B1, Chapter 12	Chapter 12 test assigned
Week 31	<i>Das doppelte Lottchen</i>	Chapter 12 test due; Project due
Week 32	<i>Das doppelte Lottchen</i>	
Week 33	<i>Das doppelte Lottchen</i>	
Week 34	Exam Week-No Class	Novel project due Chat with instructor