

The Well-Trained Mind Academy
Spanish I

Course Blackboard site: wtma.blackboard.com

Required Texts

- *Gente joven I Nueva edición*, published by Difusión
- *Robo en la noche*, published by Fluency Matters

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 Spanish-speaking countries and give them a foundation for continued study in high school or at the college level. 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.

Students will develop basic competencies in the four modalities of language learning: listening, speaking, reading, and writing. At the conclusion of the course, students will be able to introduce themselves and answer simple questions about topics covered in the class (speaking), provide basic biographical information with accuracy (writing), be able to recognize and understand a few spoken expressions in conversation (listening), and can understand short, simple texts that convey simple information (reading).

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 Spanish.

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 Spanish language, as well as provide additional opportunities for students to see how the language is used in the context of a larger narrative.

Evaluation Criteria

Chapter test & final test (35% of final grade): Each test (one per chapter and a final), worth 5% of your overall grade, covers the material of each chapter. However, 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!

End of Unit Project (15%): At the end of every 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.

Notebook (10%): 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**

Novel Work (10%): To get students reading in Spanish, we'll be reading a text in Spanish. Students will be asked to complete comprehension checks, short quizzes on vocabulary, and

handouts. There will also be a brief comprehension quiz at the end of the semester on the novel, once completed.

Class Participation (25%): This grade includes participation and attendance (6%) and hand-in homework (19%).

Grading Breakdown

Class Participation (Participation/Attendance/Homework)	25%
Vocabulary & Grammar Quizzes	5%
Grammar Notebook	12%
Novel Work	8%
End of Unit Project	15%
Chapter Tests/Final Tests	35%

Policies and Procedures

Attendance & Participation

Students are expected to attend all classes, participate actively in each class, and complete all assigned work. If a student misses a class, it is the student's responsibility to listen to the recorded lecture and be caught up by the next class. A student may have 3 unexcused absences without penalty, but after 3 they will lose 5 points from their overall participation grade for each subsequent absence up to 16. After the 16th unexcused absence, the student will not receive a grade or certificate of completion.

Assignments

Deadlines for assignments are firm, but exceptions can be made in the case of emergency. Students must communicate with me at least 48 hours in advance of a deadline if they know they will need more time to complete the assignment. Late submissions will be accepted up to 2 days after the assignment is due. After missing 10 assignments, the student will not receive a grade or certificate of completion. A student must complete the exams in order to complete the requirements for the course. Students who do not complete the exams are not eligible for a course grade.

Archiving Your Work

Students are responsible for keeping an archive of all work completed for this course, including work posted to Blackboard.

Before posting an assignment to Blackboard:

- File hardcopy work in a binder; each course should have its own binder.
- Store digital copies of work either on the student's computer or in the cloud; each course should have its own folder. Folders should be labeled with the course name and year in which the student participated in the course (use abbreviations if necessary).
- All files should be labeled with the assignment name, course name, and date.
- Example for an assignment on the digestive system for a Health Class due January 10, 2017: Digestive-System_Health-01_10_17

If work is stored in a folder in the cloud, the login information (email address and password) should be located in two separate locations in the home so that, if the student forgets his password, he can easily look it up and access his work.

Course Citizenship

Because active participation, especially during critiques, is important to your development as Spanish speakers, meaningful and constructive engagement is encouraged in class. Students who show support for one another share mutual respect, have a willingness to listen, and are kind to one another.

Email and Communication

All materials for the course will be posted on the course Blackboard page or handed out to students via e-mail. Students are expected to read all emails sent out for the course. Students can contact me through email if they have any questions or would like to schedule a meeting. I will be available and accessible on my e-mail during business hours on weekdays and sparingly on the weekends, but students should always expect a response from me within 48 hours of sending the email.

Individual Appointments

Students are encouraged to email instructors with questions and concerns regarding course material. If additional help is needed, instructors are available for meetings outside of regular class hours. Meetings are scheduled in 15 minute blocks via email. Student-instructor meetings take place in the instructor office in Blackboard Ultra. If students need substantial extra help, tutoring may be recommended. Students can sign up for tutoring with their instructor (if the instructor's schedule permits), or request to work with an Academy tutor. Read more about tutoring here: <http://www.wtmacademy.com/tutoring/>

Textbook Work, Readings, and Lecture Videos

Students are expected to have the textbook and prepared readings in front of them for each class. Additionally, they should have already watched the grammar lecture videos and have prepared questions. Any and all assigned readings and videos must be completed before each class, or the student will be unprepared.

Students with Disabilities

If a student has a documented learning disability or any other special need that could affect class performance, please alert me within the first week of class so that proper accommodations can be made.

Religious Observances

Parents will do their best to notify instructors in the first week of class regarding religious observances that conflict with classes.

Cheating/Plagiarism

I expect honesty from my students, and if an assignment is found to be the result of either cheating or plagiarism, the student will receive a 0% on the assignment.

All work will be your own. Do not use Google Translate or other translation software, and do not get assistance from a native speaker or a more advanced speaker. Instead, make use of individual appointments and use every assignment as a learning opportunity. If you use outside resources (beyond what we discuss as acceptable in class), you are making it more difficult for yourself. Language builds on itself, so it is worth putting forth the effort early on.

Well-Trained Mind Academy Honor Code

Academic integrity is a core value of the Well-Trained Mind Academy. Cheating, stealing, lying and/or plagiarism, which inhibit student learning and disrupt the trust between student and Instructor, do not have a place in our school community. Instructors will not tolerate any violation of the Honor Code. If a student is found in violation of the Honor Code, he or she may receive a zero for the assignment in question, receive a failing grade in the course, or be asked to leave the Academy. Parents will be notified by the Instructor, Dean or Headmaster if there is any violation of the Honor Code.

As a member of the Well-Trained Mind Academy, I pledge on my honor not to cheat, steal, lie, or plagiarize. I understand that such acts violate the Honor Code and will result in punitive action at the discretion of my Instructor, the Dean, or the Headmaster.

Schedule

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

Week	Unit	Tests
Week 1	Unit 0, <i>Gente joven</i>	
Week 2	Unit 0, <i>Gente joven</i>	
Week 3	Unit 1, <i>Gente joven</i>	
Week 4	Unit 1, <i>Gente joven</i>	
Week 5	Unit 1, <i>Gente joven</i>	Test, Units 0 and 1 Project, Unit 1
Week 6	Unit 2, <i>Gente joven</i>	

Week 7	Unit 2, <i>Gente joven</i>	
Week 8	Unit 2, <i>Gente joven</i>	
Week 9	Unit 2, <i>Gente joven</i>	Test, Unit 2 Project, Unit 2
Week 10	Unit 3, <i>Gente joven</i>	
Week 11	Unit 3, <i>Gente joven</i>	
Thanksgiving Break, No Classes		
Week 12	Unit 3, <i>Gente joven</i>	
Week 13	Unit 3, <i>Gente joven</i>	Test, Unit 3 Project, Unit 3
Week 14	Novel Work	
Week 15	Novel Work	
Winter Break, No Classes		
Week 16	Novel Work	
Exam Week, No Classes		
Week 17	Unit 4, <i>Gente joven</i>	
Week 18	Unit 4, <i>Gente joven</i>	
Week 19	Unit 4, <i>Gente joven</i>	
Week 20	Unit 4, <i>Gente joven</i>	Test, Unit 4 Project, Unit 4
Week 21	Novel Work	
Week 22	Novel Work	
Week 23	Unit 5, <i>Gente joven</i>	
Week 24	Unit 5, <i>Gente joven</i>	
Spring Break: No Classes		

Week 25	Unit 5, <i>Gente joven</i>	
Week 26	Unit 5, <i>Gente joven</i>	Test, Unit 5 Project, Unit 5
Week 27	Novel Work	
Week 28	Unit 6, <i>Gente joven</i>	
Week 29	Unit 6, <i>Gente joven</i>	
Week 30	Unit 6, <i>Gente joven</i>	
Week 31	Unit 6, <i>Gente joven</i>	Test, Unit 6 Project, Unit 6
Week 32	Novel work	
Exam Week: No Classes		<i>Final Exam</i>

The Well-Trained Mind Academy
Spanish II

Course Blackboard site: wtma.blackboard.com

Required Texts

[Click here](#) for purchase links to all required texts.

- *Gente joven 2 Nueva edición – Libro del alumno*
- *Gente joven 2 Nueva edición – Cuaderno de ejercicios*
- Rival, by Mira Canion ISBN 978-1-947006-00-3

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 Spanish I.

Over the course of the academic year, students will: learn how to give their opinions, learn how to use the imperfect and present perfect, discuss different types of texts, learn how to retell a story, and learn how to talk about the future, formulating both hypotheses and possibilities.

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 Spanish. 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 Spanish language, as well as provide additional opportunities for students to see how the language is used in the context of a larger narrative.

Evaluation Criteria

Class Participation (30%): This grade includes participation, evaluación and attendance.

Vocabulary and Grammar Quizzes (15%): Quizzes are periodically due on Mondays. See schedule below for topics.

Workbook Exercises (Cuaderno de ejercicio) (15%): Cuaderno de ejercicios (workbook exercises) are due at the end of each unit. **Images must be clear enough for instructor to read student handwriting.**

Novel Work (15%): To get students reading in Spanish, we'll be reading a short novel: *Rival* by Mira Canion. Students will be asked to complete comprehension checks, short quizzes on vocabulary, and handouts.

End of Unit Project (25%): At the end of every 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. Projects are due on the Monday after we have completed a unit.

Grading breakdown:

Class Participation (Participation/Attendance/Homework/Evaluación)	30%
Vocabulary & Grammar Quizzes	15%
Workbook Exercises (Cuaderno de ejercicios)	15%
Novel Work	15%
End of Unit Projects	25%

Policies

Late Work

Students submitting any work assigned by the instructor will incur a 10% reduction in grade for each day the work is late. For example, if a test is due on a Friday but is not submitted until Sunday, the highest possible grade will be an 80%. Extenuating circumstances requiring an extension MUST be discussed with the instructor at least 1 week in advance of the assignment's due date.

Email Communication with Instructor

Please email me with any questions or concerns you have regarding the course. I will respond to any email within 24 hours during weekdays (but this is not guaranteed for emails submitted over the weekend).

Attendance

Enrolled students are expected to attend class on a regular basis. If the student does not attend class, or is late for class, the responsibility for missed material and work falls upon the student. Attendance will be taken at the beginning of each lecture. A student who misses more than 25% of any course will not receive a grade or certificate of completion.

Keeping an Archive of your Work

Students are responsible for keeping an archive of all work completed for this course, including work posted to Blackboard.

Before posting an assignment to Blackboard:

- File hardcopy work in a binder; each course should have its own binder.
- Store digital copies of work either on the student's computer or in the cloud; each course should have its own folder. Folders should be labeled with the course name and year in which the student participated in the course (use abbreviations if necessary).
 - All files should be labeled with the assignment name, course name, and date.
 - Example for an assignment on the digestive system for a Health Class due January 10, 2017: Digestive-System_Health-01_10_17
 - If work is stored in a folder in the cloud, the login information (email address and password) should be located in two separate locations in the home so that, if the student forgets his password, he can easily look it up and access his work.

Statement for Students Needing Accommodations

If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please contact the instructor within the first week of class.

Religious Observances

Parents will do their best to notify instructors in the first week of class regarding religious observances that conflict with classes.

Course Citizenship

Because active participation, especially during critiques, is important to your development as writers, meaningful and constructive engagement is encouraged in class. Students who show support for one another share mutual respect, have a willingness to listen, and are kind to one another.

Academic Honesty

I expect honesty from my students, and if an assignment is found to be the result of either cheating or plagiarism, the student will receive a 0% on the assignment.

All work will be your own. Do not use Google Translate or other translation software, and do not get assistance from a native speaker or a more advanced speaker. Instead, make use of individual appointments with the instructor and use every assignment as a learning opportunity. If you use outside resources (beyond what we discuss as acceptable in class), you are making it more difficult for yourself. Language builds on itself, so it is worth putting forth the effort early on.

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As a member of the Well-Trained Mind Academy, I pledge on my honor not to cheat, steal, lie, or plagiarize. I understand that such acts violate the Honor Code and will result in punitive action at the discretion of my Instructor, the Dean, or the Headmaster.

Schedule

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

Week #	Chapter	Quizzes due on Mondays. Homework due on Fridays. Cuaderno de ejercicios due at the end of the unit, on Friday. Evaluación due at the end of the unit on Friday.
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		Projects at the end of the unit, on Monday.
Semana 1	Overview of the book, how to learn a language. ¡Adiós al verano!	
Semana 2	Unidad 1, Gente joven:	
Semana 3	Unidad 1, Gente joven:	
Semana 4	Unidad 1, Gente joven: Reglas, palabras y sonidos Revista	
Semana 5	Unidad 1, Gente joven: Revisión Proyecto Evaluación	Evalaución.
Semana 6	Unidad 2, Gente joven: ¿Quién y cuándo? Vidas interesantes 1. Biografías	Unit Project
Semana 7	Unidad 2, Gente joven: ¿En qué año? 2. Picasso y el Guernica 3. Momentos importantes	
Semana 8	Unidad 2, Gente joven: Reglas, palabras y sonidos	
Semana 9	Unidad 2, Gente joven: La revista	

Semana 10	Unidad 2, Gente joven:	Evaluación
Semana 11	Unidad 3, Gente joven: Aquí vivo yo ¿Dónde está mi mochila? 1. No encuentro mi anorak. 2. Debajo de la cama.	Unit 2 Project
Semana 12	Unidad 3, Gente joven: 3. El barrio de la Paz 4. Nuestro barrio	
Semana 13	Unidad 3, Gente joven: Reglas, palabras y sonidos	
Semana 14	Unidad 3, Gente joven:	
Semana 15	Unidad 3, Gente joven: Revisión Proyecto Evaluación	Evaluación
Semana 16	Book talk 1,2,3	Unit 3 Project
Semana 17	Unidad 4, Gente joven: Otros tiempos Antes y ahora 1. Antes no había ordenadores 2. ¡Cómo han cambiado!	
Semana 18	Exam Week (no class)	
Semana 19	Unidad 4, Gente joven: En la época de los golfianos 3. Solo comían frutas y verduras	
Semana 20	Unidad 4, Gente joven: Novel	

	Reglas, palabras y sonidos	
Semana 21	Unidad 4, Gente joven: La revista Novel	Evaluación
Semana 22	Unidad 4, Gente joven: Revisión Proyecto Evaluación Novel	Unit 4 Project
Semana 23	Unidad 5, Gente joven: ¡En forma! 1. Yo hago natación 2. Mi vida es el baile Novel	
Semana 24	Unidad 5, Gente joven: ¡Me siento bien! 3. Hay que cuidarse 4. Opiniones de un especialista Novel	
Semana 25	Unidad 5, Gente joven: Novel Reglas, palabras y sonidos	
Semana 26	Unidad 5, Gente joven: La revista Novel	Evaluación
Semana 27	Unidad 5, Gente joven: Revisión Proyecto Evaluación Novel	Unit 5 Project
Semana 28	Unidad 6, Gente joven: ¡Hoy es fiesta! 1. ¡Viernes! Novel	

Semana 29	<p>Unidad 6, Gente joven: ¡Qué rico! 2. ¿Bocadillos? Depende... 3. Vamos a tomar algo</p> <p>Novel</p>	
Semana 30	<p>Unidad 6, Gente joven: Novel Reglas, palabras y sonidos</p>	
Semana 31	<p>Unidad 6, Gente joven: Novel La revista</p>	Evaluación
Semana 32	<p>Unidad 6, Gente joven: Novel Revisión Proyecto Evaluación</p>	Unit 6 Project
Semana 33	Novel	
Semana 34	Exam Week (no class)	

The Well-Trained Mind Academy
Spanish III

Course Blackboard site: wtma.blackboard.com

Required Texts

- Gente joven 3 Nueva edición – Libro del alumno (Textbook) ISBN 9788415846314
- Gente joven 3 Nueva edición – Cuaderno de ejercicios (Workbook) ISBN 9788415846321
- Vector by Carrie Toth ISBN 978-1-940408-99-6

All of the texts can be ordered as a class set from the Well-Trained Mind Press. The website will be updated in late Spring with the ordering information.

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 Spanish 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.

Evaluation Criteria

Class Participation (30%): This grade includes participation, evaluación and attendance.

Vocabulary and Grammar Quizzes (15%): Quizzes are periodically due on Mondays. See schedule below for topics.

Workbook Exercises (Cuaderno de ejercicio) (15%): Cuaderno de ejercicios (workbook exercises) are due at the end of each unit. **Images must be clear enough for instructor to read student handwriting.**

Novel Work (15%): To get students reading in Spanish, we'll be reading a short novel: *Rival* by Mira Canion. Students will be asked to complete comprehension checks, short quizzes on vocabulary, and handouts.

End of Unit Project (25%): At the end of every 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. Project are due on the Monday after we have completed a unit.

Grading breakdown:

Class Participation (Participation/Attendance/Homework/Evaluación)	30%
Vocabulary & Grammar Quizzes	15%
Workbook Exercises (Cuaderno de ejercicios)	15%
Novel Work	15%
End of Unit Projects	25%

Example Schedule

Week #	Chapter	Quizzes due on Mondays. Homework due on Fridays. Cuaderno de ejercicios due at the end of the unit, on Friday. Evaluación due at the end of the unit on Friday. Projects at the end of the unit, on Monday.
Semana 1	Overview of the book, how to learn a language. Mis amigos y yo	
Semana 2	Unidad 1, Gente joven: 1. ¿Cómo soy? 2. Caracteres muy diferentes 3. Nosotros los adolescentes	
Semana 3	Unidad 1, Gente joven: 4. El consultorio de la doctora Esperanza 5. La mejor amiga de Isaac 6. Un amigo de verdad	
Semana 4	Unidad 1, Gente joven: Reglas, palabras y sonidos Revista	
Semana 5	Unidad 1, Gente joven: Revisión Proyecto Evaluación	Evaluación.

Semana 6	Unidad 2, Gente joven: ¿Qué Pasó?	Unit Project
Semana 7	Unidad 2, Gente joven: 1. Supertoño 2. Los detalles de la historia 3. ¡Qué horror!	
Semana 8	Unidad 2, Gente joven: 4. ¿En Serio? 5. Pues a mí una vez...	
Semana 9	Unidad 2, Gente joven: Reglas, palabras y sonidos Revista	
Semana 10	Unidad 2, Gente joven: Revisión Proyecto Evaluación	Evalaución
Semana 11	Unidad 3, Gente joven: Una pausa para la publicidad	Unit 2 Project
Semana 12	Unidad 3, Gente joven: 1. Una publicidad al microscopio 2. Somos críticos 3. El día de las lenguas	
Semana 13	Unidad 3, Gente joven: 4. Un texto muy repetitivo 5. Así suena 6. Hay que hablar español 7. Normas para hacer exámenes	

Semana 14	Unidad 3, Gente joven: Reglas, palabras y sonidos Revista	
Semana 15	Unidad 3, Gente joven: Revisión Proyecto Evaluación	Evaluación
Semana 16	Book talk 1,2,3	Unit 3 Project
Semana 17	Unidad 4, Gente joven: ¿Qué será será?	
Semana 18	Exam Week (no class)	
Semana 19	Unidad 4, Gente joven: 1. ¿Mi futuro? Depende... 2. ¿Cómo será mi vida? 3. Si me protegéis, viviremos mejor	
Semana 20	Unidad 4, Gente joven: 4. Reducir, reutilizar, reciclar 5. Inventos que cambiarán el mundo Novel	
Semana 21	Unidad 4, Gente joven: Reglas, palabras y sonidos Revista Novel	Evaluación
Semana 22	Unidad 4, Gente joven: Revisión Proyecto Evaluación Novel	Unit 4 Project
Semana 23	Unidad 5, Gente joven:	

	<p>¡Nos vamos de viaje!</p> <p>Novel</p>	
Semana 24	<p>Unidad 5, Gente joven:</p> <ol style="list-style-type: none"> 1. ¡Esto es fantástico! 2. ¿Ha donde has viajado? 3. ¿Has hecho alguna vez...? <p>Novel</p>	
Semana 25	<p>Unidad 5, Gente joven:</p> <ol style="list-style-type: none"> 4. De viaje con la clase 5. ¿Conoces España? 6. ¿A dónde te gustaría ir? <p>Novel</p>	
Semana 26	<p>Unidad 5, Gente joven:</p> <p>Reglas, palabras y sonidos La revista</p> <p>Novel</p>	Evaluación
Semana 27	<p>Unidad 5, Gente joven:</p> <p>Revisión Proyecto Evaluación</p> <p>Novel</p>	Unit 5 Project
Semana 28	<p>Unidad 6, Gente joven:</p> <p>Las reglas del juego</p> <p>Novel</p>	
Semana 29	<p>Unidad 6, Gente joven:</p> <ol style="list-style-type: none"> 1. Juegos de la vida 2. Los juegos y el español 3. ¿Jugamos demasiado con videojuegos? 	
Semana 30	<p>Unidad 6, Gente joven:</p> <ol style="list-style-type: none"> 4. Preguntamos a una experta. 5. A debate 6. El juego de la bola <p>Novel</p>	

	Novel	
Semana 31	Unidad 6, Gente joven: Novel Reglas, palabras y sonidos La revista	Evaluación
Semana 32	Unidad 6, Gente joven: Novel Revisión Proyecto Evaluación	Unit 6 Project
Semana 33	Novel	
Semana 34	Exam Week (no class)	

The Well-Trained Mind Academy
Spanish IV/V

Course Blackboard site: www.wtma.blackboard.com

Required Texts

- *Todas las voces*, Difusión, ISBN 9788484437222
- *Triángulo Apreciado*, Wayside publishing 978-1-944876-74-6
- *El Camino de las Estrellas*, Clara Villanueva, Josefina Fernández, ISBN 9788484437031

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 Spanish III.

Over the course of the year, students will deepen their understanding of Spanish grammar. They will also further develop their reading, speaking, and writing skills by exploring historical, artistic, literary, and political topics in greater detail. At the end of the year, students will be able to discuss literary texts, political topics, and the working world.

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 ACTFL: 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 to Intermediate-Mid 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 Spanish. 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 Spanish language, as well as provide additional opportunities for students to see how the language is used in the context of a larger narrative.

Evaluation Criteria

Unit tests & final tests (30% of final grade): Each test (six unit tests and two semester finals) covers the material of each chapter. However, keep in mind that language is cumulative, so each exam also (necessarily) covers all previously learned material!

Unit Projects(20%): At the end of every 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. Projects are completed individually.

Class Participation (12%): This grade includes participation and attendance. Participating in class is a critical element of language learning.

Vocabulary and Grammar Quizzes (10%): These quizzes are given outside of class time. Prepare for these classes by watching the grammar lesson videos, completing the Interactive

Notebook assignments, and paying attention in class. If you keep up on your learning, you'll do fine! Quizzes will take place on Blackboard.

One-on-one chat with the instructor (8%): In the interest of tracking your oral progress with Spanish, you will be having a brief conversation with me in Spanish halfway through the year and again at the end of the year! This is meant to be a low-stress occasion for you to demonstrate the Spanish that you've picked up over the course of your time in class.

Novel Work (10%): To get students reading in Spanish, we'll be reading a text in Spanish. Students will be asked to complete comprehension checks, short quizzes on vocabulary, and handouts. There will also be a brief comprehension quiz at the end of the semester on the novel, once completed.

Homework (10%): Weekly, students will have one outside of class task to practice vocabulary and grammar practiced in class.

Grading Breakdown

Unit Tests/Final Tests	30%	
End of Unit Projects	20%	
Class Participation (Participation/Attendance)		12%
Vocabulary & Grammar Quizzes	10%	
Chats		8%
Novel Work	10%	
Homework	10%	

Policies and Procedures

Attendance & Participation

Students are expected to attend all classes, participate actively in each class, and complete all assigned work. If a student misses a class, it is the student's responsibility to listen to the recorded lecture and be caught up by the next class.

Assignments

Deadlines for assignments are firm, but exceptions can be made in the case of emergency. Students must communicate with me at least 48 hours in advance of a deadline if they know they will need more time to complete the assignment.

Course Citizenship

Because active participation, especially during critiques, is important to your development as Spanish speakers, meaningful and constructive engagement is encouraged in class. Students who show support for one another share mutual respect, have a willingness to listen, and are kind to one another.

Email and Communication

All materials for the course will be posted on the course Blackboard page or handed out to students via email. Students are expected to read all emails sent out for the course. Students can contact me through email if they have any questions or would like to schedule a meeting. I will be available and accessible on my email during business hours on weekdays and sparingly on the weekends, but students should always expect a response from me within 48 hours of sending the email.

Individual Appointments

Students are encouraged to email instructors with questions and concerns regarding course material. If additional help is needed, instructors are available for meetings outside of regular class hours. Meetings are scheduled in 15 minute blocks via email. Student-instructor meetings take place in the instructor office in Blackboard Ultra. If students need substantial extra help, tutoring may be recommended. Students can sign up for tutoring with their instructor (if the instructor's schedule permits), or request to work with an Academy tutor. Read more about tutoring here: <http://www.wtmacademy.com/tutoring/>

Students with Disabilities

If a student has a documented learning disability or any other special need that could affect class performance, please alert me within the first week of class so that proper accommodations can be made.

Religious Observances

Parents will do their best to notify instructors in the first week of class regarding religious observances that conflict with classes.

Cheating/Plagiarism

I expect honesty from my students, and if an assignment is found to be the result of either cheating or plagiarism, the student will receive a 0% on the assignment.

All work will be your own. Do not use Google Translate or other translation software, and do not get assistance from a native speaker or a more advanced speaker. Instead, make use of individual appointments and use every assignment as a learning opportunity. If you use outside resources (beyond what we discuss as acceptable in class), you are making it more difficult for yourself. Language builds on itself, so it is worth putting forth the effort early on.

Do not use Google Translate or other translation software, and do not get assistance from a native speaker or a more advanced speaker. Instead, make use of individual appointments and use every assignment as a learning opportunity. If you feel you cannot complete the assignment without these resources, this is a sign that you need to reach out to Sra. Agena for support! If

you use outside resources (beyond what we discuss as acceptable in class), you are making it more difficult for yourself to actually learn the language. Language builds on itself, so it is worth putting forth the effort early on. Questionable work that appears to be completed using Google Translate, other translation websites/software, or native/more proficient speakers will lead to an email to the student's parent/guardian and a request to complete the assignment again.

Well-Trained Mind Academy Honor Code

Academic integrity is a core value of the Well-Trained Mind Academy. Cheating, stealing, lying and/or plagiarism, which inhibit student learning and disrupt the trust between student and Instructor, do not have a place in our school community. Instructors will not tolerate any violation of the Honor Code. If a student is found in violation of the Honor Code, he or she may receive a zero for the assignment in question, receive a failing grade in the course, or be asked to leave the Academy. Parents will be notified by the Instructor, Dean or Headmaster if there is any violation of the Honor Code.

As a member of the Well-Trained Mind Academy, I pledge on my honor not to cheat, steal, lie, or plagiarize. I understand that such acts violate the Honor Code and will result in punitive action at the discretion of my Instructor, the Dean, or the Headmaster.

COURSE SCHEDULE

The schedule is an example

Year A

Week #	Chapter	Test/Project
Week 1	Overview of books, how to learn a language Unidad 1, <i>Todas las Voces</i> España: historia	
Week 2	España: organización política	Project 1
Week 3	Colonización de América	
Week 4	Independencia de América	Test Unidad 1
Week 5	Unidad 2, <i>Todas las Voces</i> Paisajes de España Intro novel work	
Week 6	Unidad 3, <i>Todas las Voces</i> Lengua española	Project 2
Week 7	Unidad 3, <i>Todas las Voces</i> Diversidad	Test Unidad 2 & 3
Week 8	Novel work	
Week 9	Unidad 10, <i>Todas las Voces</i> Entretenimiento	
Week 10	Radio, televisión e internet	Test Unidad 10
Week 11	Capítulo 1, <i>Triángulo Apreciado</i> <i>La tecnología</i>	
Week 12	Las aplicaciones	

Week 13	Las redes sociales	
Week 14	La seguridad	Test Capítulo 1
Week 15	Actividad Thanksgiving	
Week 16	Novel work	Project 3
Week 17	Repaso	
Week 18	Exam week	
	Winter break	
Week 1 Spring	Capítulo 2, <i>Triángulo Apreciado</i> Estilo e identidad	
Week 2	El diseño	Project 4
Week 3	La adaptación	
Week 4	La renovación personal	Test Capítulo 2
Week 5	Novel work	
Week 6	Unidad 6, <i>Todas las Voces</i> Educación	
Week 7	Universidad en España	
Week 8	Diversidad en el sistema escolar	Test Unidad 6
	Spring break	
Week 9	Novel work	Project 5
Week 10	Unidad 8, <i>Todas las Voces</i> Arte	
Week 11	Pintura	

Week 12	Escultura	
Week 13	Arquitectura	Test Unidad 8
Week 14	Iconos del diseño	
Week 15	Novel Work	Project 6
Week 16	Repaso	
Week 17	Exam week	

Year B

Week #	Chapter	Test/Project
Week 1	Overview of books, how to learn a language <i>Capítulo 3, Triángulo Apreciado</i>	
Week 2	La nutrición	Project 1
Week 3	La pobreza y la desigualdad	
Week 4	La comida tradicional	Test Capítulo 3
Week 5	Novel work	
Week 6	Unidad 9, <i>Todas las Voces</i>	
Week 7	La gastronomía	
Week 8	Comida en familia	Project 2
Week 9	Productos de origen americano	

Week 10	Nuevos cocineros españoles	Test Unidad 9
Week 11	Novel work	
Week 12	Unidad 11, <i>Todas las Voces</i> Celebraciones	
Week 13	Ceremonias	
Week 14	Fiestas	Test Unidad 11
Week 15	Actividad Thanksgiving	
Week 16	Novel work	Project 3
Week 17	Repaso	
Week 18	Exam week	
	Winter break	
Week 1 Spring	Capítulo 4, <i>Triángulo Apreciado</i> La diversidad	
Week 2	La aculturación La identidad nacional	
Week 3	Los aportes inmigrantes	Project 4
Week 4	Novel work	Test Capítulo 4
Week 5	Unidad 7, <i>Todas las Voces</i> Literatura y sociedad	
Week 6	Cómic Prensa	
Week 7	Capítulo 5, <i>Triángulo Apreciado</i>	

	La vida feliz	
Week 8	Novel work	
	Spring break	
Week 9	La realidad y los mitos	Project 5
Week 10	Los consejos	
Week 11	Unidad 4, <i>Todas las Voces</i> Economía	Test Capítulo 5
Week 12	Actividades económicas	
Week 13	Unidad 5, <i>Todas las Voces</i> <i>Trabajo</i>	Test Unidad 4
Week 14	Organización del tiempo	Test Unidad 4 & 5
Week 15	Novel Work	Project 6
Week 16	Repaso	
Week 17	Exam week	