New Hampshire Department of Education

Learn Everywhere Program Initial Application

1.0   Applicant Information [Ed 1403.01(a)(2)].

Organization Name: Comligo USA, Inc.

Name of Primary Contact: Joaquin Jose Calvo Torres

Mailing Address: 651 N Broad St, Suite 206, Middletown. Delaware

Email Address: joaquin.calvo@comligo.com

Phone Number: 1 (302) 219 6436

2.0   Purpose, mission statement, or both [Ed 1403.01(a)(1)].

Our mission at Comligo is to promote the study and teaching of the Spanish language around the world, while contributing to widening understanding and dissemination of the Hispanic cultures. Comligo aims at providing good quality teaching and learning with a tailor-made online platform and an enthusiastic well qualified team of native teachers.

3.0   A description of the demonstrated instructor qualifications required for the program(s) and a statement assuring that the instructor(s) satisfies those qualifications [Ed 1403.01(a)(3)].

Comligo teachers' appointments are made on the basis of qualification, skills and experience. Discrimination in any form is not accepted. Comligo's teacher selection is undertaken by the Comligo team of senior academics with experience in teaching and managing education programs in a variety of academic institutions around the world.

The following are the minimum criteria to be fulfilled by candidates in order to be considered for a position as teaching staff in Comligo:

- To be a native Spanish speaker.

- To hold a Bachelor's degree in any relevant area of Spanish language or Spanish area of interest for teaching language for specific purposes.

- To hold a relevant teaching qualification that proves Qualified Teacher Status.

- To hold a Masters' Degree of specialization in teaching Spanish.

- To prove more than 6 months relevant experience in teaching Spanish as a modern foreign language.

- To be able to provide professional references and all relevant documentation.

Comligo assures that Learn Everywhere program instructor will meet the above minimum requirements.

4.0   A criminal history records check policy that includes a statement affirming that the sponsoring entity shall not allow instruction or student contact by a person who has been charged pending disposition for, or convicted of, any violation or attempted violation of any of the offenses as outlined in RSA 189:13-a, V pursuant to a criminal history records check conducted by the department of safety as outlined in Saf-C 5703.06 through Saf-C 5703.11 [1403.01(a)(4)].

Comligo is committed to ensuring the safety of its students and staff and performs background checks on individuals who have accepted an offer of an academic professional position.

Checks will be used only to evaluate candidates for employment purposes and will not be used to discriminate on the basis of sex, race, color, religion, age, physical or mental disability, status with regard to marriage or public assistance, sexual orientation, or participation in lawful activity during nonworking hours.

The standard background check required by Comligo includes an examination of criminal records, reference checks, and the verification of educational records, degrees, licenses, and resumes. Background checks for employment decisions at Comligo will be facilitated by the Hiring Manager. A successful background check must be completed prior to the first day of work with Comligo in the position identified. Individuals who undergo background checks do so at their own risk. That is, they may face adverse action should negative information be found.

Comligo affirms it shall not allow instruction or student contact by a person who has been charged pending disposition for, or convicted of any violation or attempted violation of any of the offenses as outlined in RSA 189:13-a, V.

Any information that is falsely reported or omitted by an applicant or an employee or a collaborator, maybe cause for withdrawal of an offer of employment or collaboration, promotion, or transfer and/or constitute cause for termination of employment or collaboration and disqualification of future hire.

Comligo assures it will disclose its criminal background check policy to parents/guardians upon enrollment of their child in the Learn Everywhere program.

5.0   For the proposed instructional program(s), identify the education, program, or opportunity from Ed 306.27*(v)* for which students completing the learn everywhere program shall receive high school credit(s) [Ed 1403.01(b)(1)(a)].

Students completing approved Comligo Learn Everywhere courses shall receive a certificate for high school credit toward graduation as an "Open Elective" as listed in Ed 306.27(v).

In school districts where World Language is a graduation requirement, certificates earned for approved Learn Everywhere courses may be applied toward high school graduation credit as a "course" as described in Ed.306.48 at the discretion of the Superintendent.

6.0   An outline of each program for which approval is sought, which includes goals, competencies, a detailed description of the course of instruction, and a description of expected student outcomes [Ed 1403.01(b)(1)(b)].

General Spanish A1 – Beginners I

Goals

Understand and employ frequently used everyday expressions, as well as simple phrases to cover immediate needs:

- Greetings, farewells, introductions, thanks, and apologies.

- Prepare simple instructions and directions.

- Use common courtesy formulas (say hello, say goodbye, introduce, thank, apologize, take an interest in people).

Introduce and describe in a simple manner other people, places, activities and interests.

- Capture the most relevant information in announcements and short messages. Introduce yourself and others, ask for and give basic personal information about your address, your belongings and the people you know.

- Ask for and offer articles of use, favors and everyday objects.

- Ask for and give personal information (nationality, residence, activities, interests, family, friends, time, etc.).

Interact with other people in an elementary way as long as the other person speaks slowly and with clarity and be willing to cooperate.

- Understand the most relevant of what is said in basic procedures (making purchases, enrolling in a course, checking into a hotel).

- Understand notes, short personal messages (SMS, emails, postcards) and public announcements.

- Understand and extract predictable global and specific information from very short texts with recurrent vocabulary.

- Understand very basic instructions to fill in cards and forms.

- Understand brief and frequent basic information, instructions and directions in public places (signs and posters in streets, shops, restaurants and means of transport).

Competencies

- **Listening:** students can recognize familiar words and very basic phrases concerning her/himself, family and immediate concrete surroundings when people speak slowly and clearly.

- **Reading:** students can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.

- **Spoken Interaction:** students can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help formulate what student is trying to say. Students can ask and answer simple questions in areas of immediate need or on very familiar topics.

- **Spoken Production:** students can use simple phrases and sentences to describe where s/he lives and people s/he knows

Course Description

This course aims at providing students with the tools and knowledge necessary to acquire a command of communicative competence that allows them to interact effectively with Spanish-language speakers in the different domains of private and professional life. The course is structured according to the specific CEFR level for A1 (Basic User) and incorporates the most relevant modifications of the Companion Volume descriptors of the same Framework. The course includes the necessary content so that the student, through the learning activities and with the teacher's guidance, can achieve mastery of the language through the use and practice of the different communication skills for the level.

Outcomes

Students will identify and use relevant understanding, methods, and skills to address problems that are well defined but complex and non-routine. In language learning this means acquiring knowledge of grammar and vocabulary, developing strategies for learning, and practicing the language, to communicate within defined situations while developing tools to enable students to respond to unexpected occurrences. Students will exercise autonomy and judgement by developing independent learning skills. They will gain understanding of different perspectives and cultural differences in approaching a variety of situations within the level.

A comprehensive description for the General Spanish A1 Learn Everywhere course is attached.

General Spanish A2 – Beginners II

Goals

Understand sentences and frequently used expressions related to areas of most immediate relevance.

- Basic personal and family information.

- Shopping.

- Local geography.

- Employment.

Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.

- Describe in simple terms aspects of his/her background.

- Describe immediate environment.

- Describe matters in areas of immediate need.

- Express feelings and pain.

- Have conversations in a supermarket and a restaurant.

- Explain health problems to the doctor.

- Talk about personal experiences, what I have done recently, and I know how to give excuses and apologies.

- Buy clothes and describe what people are wearing.

- Talk about trips and biographies of famous people.

- Have phone conversations and arrange a date.

- Ask for information about transport (buying train, bus, and plane tickets).

- Express what I did last weekend and give opinions about past events.

- Describe objects talking about material, shape, and colour.

- Describe people and places in the past.

Competencies

- **Listening:** Student can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., basic personal and family information, shopping, local area, employment). Student can catch the main point in short, clear, simple messages and announcements.

- **Spoken Interaction:** Student can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. Student can handle very short social exchanges, even though he/she can't usually understand enough to keep the conversation going of their own accord.

- **Spoken Production:** student can use a series of phrases and sentences to describe in simple terms his/her family and other people, living conditions, his/her educational background and his/her present or most recent job. Student can describe in simple terms aspect of his/her past and future plans.

Course Description

This course aims at providing students with the tools and knowledge necessary to acquire a command of communicative competence that allows them to interact effectively with Spanish-language speakers in the different domains of private and professional life. The course is structured according to the specific CEFR level for A2 (Basic User) and incorporates the most relevant modifications of the Companion Volume descriptors of the same Framework. The course includes the necessary content so that the student, through the learning activities and with the teacher's guidance, can achieve mastery of the language through the use and practice of the different communication skills.

Outcomes

Students will identify and use relevant understanding, methods, and skills to address problems that are well defined but complex and non-routine. In language learning this means acquiring knowledge of grammar and vocabulary, developing strategies for learning and practicing the language, in order to communicate

within defined situations while developing tools to enable students to respond to unexpected occurrences. Students will exercise autonomy and judgement by developing independent learning skills. They will gain understanding of different perspectives and cultural differences in approaching a variety of situations within the level.

A comprehensive description for the General Spanish A2 Learn Everywhere course is attached.

General Spanish B1 – Intermediate I

Goals

Understand the main points of plain texts in standard register related to familiar topics whether in work, study, or leisure.

- Understand basic letters, text messages, and emails, identifying the communicative intention and being able to interact by asking and giving information and explanations, requesting acknowledgment of receipt, etc.

- Modulate the tone of a text in different registers.

- Understand the description of events, feelings, and desires.

- Find specific information in long texts and gather information from different sources to perform a certain task.

- Search and find specific information on the Internet in Spanish.

Deal with most of the situations that may arise during a trip through Spanish-speaking regions.

- Interact in a wide range of situations and topics appropriately, with confidence and fluency, with simple but effective organization and cohesion of the speech, with clear and intelligible pronunciation, albeit with a foreign accent.

- Interact in different types of conversation: Discussions and formal debates, negotiations, information exchange, description, and narration of events, feelings, wishes, and aspirations.

Describe experiences, events, wishes, and aspirations, as well as briefly describe and justify their opinions or plans.

- Create texts with a reasonable variety of linguistic elements, organizational components, and a simple but effective cohesive structure appropriate to the communicative situation.

Competencies

- **Listening:** Student can understand the main ideas when the speech is clear and about daily life matters that take place at work, school, during leisure time, etc. Student can understand the main idea of multimedia content that deal with daily life topics or matters of personal or professional interest when the articulation is relatively slow and clear.

- **Reading:** Student can understand basic texts related to daily life and professional environments. Student can understand texts about past events and experiences, feelings, dreams, hopes, and plans.

- **Spoken Interaction:** Student can participate in conversations in a wide range of situations that take place when traveling in Spanish-speaking countries. Student can participate spontaneously in conversations about daily life topics of personal interest (for example, family, hobbies, work, travel, and current events).

- **Spoken Production:** Student can link basic phrases to describe experiences and events, dreams, hopes, and ambitions. Student can briefly explain and justify opinions and ideas about projects. Student can narrate short stories and describe the plot of books, movies, or other multimedia content.

Course Description

This course aims at providing students with the tools and knowledge necessary to acquire a command of communicative competence that allows them to interact effectively with Spanish-language speakers in different domains of private and professional life. The course is structured according to the specific CEFR level for B1 (Intermediate User) and incorporates the most relevant modifications of the Companion Volume descriptors of the same Framework. The course includes the necessary content so that the student, through the learning activities and with the teacher's guidance, can achieve mastery of the language through the use and practice of the different communication skills for the level.

A teacher will accompany, guide, and facilitate the learning process, offering feedback, solving doubts and queries, and making a personalized follow-up of each student. In this sense, we apply a student-centered active learning approach: students participate dynamically in the activities, learning not only linguistic tools and content, but also cultural elements, adaptation to the context, registry, etc.

Adopting a communicative approach, the course contents are presented in authentic contexts through interactive activities and real-life situations. Cultural content is essential for effective communication, understanding and interaction in other languages in real contexts with people from other cultures.

Our methodology is designed so that students acquire the ability to communicate in Spanish in an enjoyable way, with attractive content and in an innovative environment that helps to optimize the potential of each individual and to exploit the advantages of the virtual environment.

Outcomes

Students will identify and use relevant understanding, methods, and skills to address problems that are well defined but complex and non-routine. In language learning this means acquiring knowledge of grammar and vocabulary, developing strategies for learning and practicing the language in order to communicate within defined situations while developing tools to enable students to respond to unexpected occurrences. Students will exercise autonomy and judgement by developing independent learning skills. They will gain understanding of different perspectives and cultural differences in approaching a variety of situations within the level.

A comprehensive description for the General Spanish B1 Learn Everywhere course is attached.

7.0   A plan for recording student progress in meeting expected student outcomes for each course of instruction [Ed 1403.01(b)(1)(c)].

Comligo tracks student's progress as the course progresses. Each of the course units allows the teacher to evaluate the student's progress in three different ways.

1. Comligo evaluates the skills the student is developing (listening, writing, reading, speaking, and performance) under five judgments:
   - 1 - continuing to practice
   - 2 - fair performance
   - 3 - good performance
   - 4 - very good performance
   - 5 - excellent performance

2. Comligo evaluates student's knowledge through three tests: vocabulary, grammar, and a global test of the unit.

3. The teacher issues a personalized commentary to help the student improve on the strengths he/she demonstrates.

8.0 A description of how the assessment of student learning outcomes will be done [Ed 1403.01(b)(1)(d)].

Assessment and feedback take place in different formats and at six different stages:

- Live feedback: Students get direct summative evaluative feedback from their teachers during the live online lessons. This is informal feedback and it is not part of the official student assessment record.

- Lesson evaluation: Teachers evaluate students' performance at the end of each lesson. Student performance is evaluated by the teachers during live lessons on the basis of four parameters: correction, scope, fluency, and consistency.

- Worksheet results: Each worksheet works as a small test which provides feedback for the student and serves as part of the global unit evaluation (two worksheets –grammar and vocabulary- per unit).

- Unit final test: One final test which includes all unit's contents (lessons 1 through 5).

- Unit evaluation: At the end of each unit, students will get a final evaluation based on the previous points.

- Course evaluation: The average of the course's unit evaluations will determine the global course grade.

In order to pass the course, students must obtain at least 60% score in this course evaluation. To successfully complete a program, students must obtain a score of at least 60% in all of its courses.

9.0 The number of credits each proposed course of instruction will fulfill [Ed 1403.01(b)(1)(e)].

Students that demonstrate required competency in General Spanish A1 – Beginners I and General Spanish A2 – Beginners II will be awarded a certificate for 1.0 credit to be applied toward high school graduation for each course. Students that demonstrate required competency in General Spanish B1 – Intermediate II will be awarded a certificate for 2.0 credits to be applied toward high school graduation.

10.0 A description of the competency-based grading system to be used for each proposed course of instruction [Ed 1403.01(b)(1)(e)].

Comligo's Spanish programs are graded based on the student's communicative skills in the four main competences, which are the following:

- Reading
- Writing
- Listening
- Speaking

Each of these competences is measured against different parameters according to the student's level on a 1-4 scale. These parameters and their grading are decided according to the CEFR/ACTFL frameworks.

Example of grading rubric for the A1 level:

The speaking competence is graded on the basis of four parameters:

- Coherence
- Fluency
- Correctness
- Scope

The example below shows the grading rubrics for the correctness parameter in the A1 level:

CORRECTNESS

4 - The student shows control over the basic rules and grammatical categories necessary to correctly construct simple sentences. It is possible that the student still makes mistakes, which do not interfere with communication: verb tense **confusion, agreement, conjugation, etc**

3 - The student uses a few simple grammatical constructions and sentence patterns, previously memorized, with verbs, usually in the present indicative of influence of other languages.

2 – The student uses very short sentences, based on verb forms in the infinitive or in the present, some nouns, or adjectives, without concordance relationships. Communication becomes very difficult due to numerous errors or interferences from other languages.

1 - Silence, inappropriate literal repetition of the interlocutor's interventions or a few sentences, meaningless or incomprehensible. Communication is impossible.

11.0   A description of methods for admission which shall not be designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law [Ed 1403.01(b)(2)(a)].

Background

Admission methods for students are designed in accordance with the "Non-discrimination policy" of Comligo, and thus they ensure that any potential student, regardless of their race, color, national or ethnic origin, religion, ancestry, gender, gender identity and expression, or sexual orientation, is not discriminated during the admission process.

The program is open to any student with an interest in improving their Spanish language level, and thus only information that is strictly necessary for the correct placement of the student and their onboarding on the program is collected during the admission process.

Admissions Procedure

The admission process starts with the request of the following information from the potential student:

- Name

- Email address

- Age range

- Level of Spanish:

    ○ None

    ○ Beginner

    ○ Intermediate

    ○ Advanced

- Preference in terms of schedule for the classes:

    ○ Morning

    ○ Afternoon

    ○ Evening

Once this information is received and processed by the Academic Department of Comligo, students with a level of Spanish (other than "None") are contacted by the Academic Department of Comligo for the development of a Spanish level test.

Considering the results of this test, the age range, and the schedule preference, the student is formally admitted and contacted with a proposal for Spanish class (including level, age, and schedule) and information about the prices associated with the program.

12.0   A description of how the program will liaison with the local education agency (LEA) for students with an education plan pursuant to section 504 of the Rehabilitation Act [Ed 1403.01(b)(2)(b)].

Comligo ensures all students with disabilities and special needs are provided with the right support to help them overcome challenges and meet the expectations of all online courses. In this context, **Section 504 of the Rehabilitation Act of 1973,** commonly called "Section 504," is a federal law that protects students from discrimination based on disability will be followed.

Comligo will liaise with the corresponding local education agency (LEA) to identify and assist students in need of 504 education plans:

- Comligo will have a dedicated contact point (academics@comligo.com) and will liaise with the main contact point at the corresponding LEA during the onboarding of new students.

- The corresponding LEA will send Comligo contact point information and documentation (such as forms provided by the parents) of every student who has a physical or mental condition that substantially may affect their learning.

Comligo will provide the necessary services and educational aids for any student with a need of a 504 education plan.

13.0   A description of how the program will liaison with the LEA for a student with disabilities, consistent with the student's IEP [Ed 1403.01(b)(2)(c)].

Comligo ensures all students with disabilities and special needs are provided with the right support to help them overcome challenges and meet the expectations of all online courses . In this context, the following regulation is followed - Individualized Education Programs (IEP): Under a federal law known as the Individuals with Disabilities Education Act (IDEA) , every child who is eligible to receive special education services must have an Individualized Education Program (IEP).

Comligo will liaise with the corresponding local education agency (LEA) to identify and assist students in need of an Individualized Education Program (IEP) to help them succeed with their education:

- Comligo will have a dedicated contact point (academics@comligo.com) and will liaise with the main contact point at the corresponding LEA during the onboarding of new students.

- The corresponding LEA will send Comligo contact point information and documentation (such as forms provided by the parents) of every student who may have difficulty learning and functioning and has been identified as special needs.

Comligo will provide the necessary services and educational aids for any student with a need for an IEP education plan.

14.0   A statement that the applicant understands that it has certain responsibilities, pursuant to Section 504 of the Rehabilitation Act, if it receives federal funds, or the Americans with Disabilities Act, as amended, to provide students with disabilities with equal access and equal opportunities to participate in the learn everywhere program, including by providing the student with reasonable accommodations [Ed 1403.01(b)(2)(d)].

Comligo understands that it has certain responsibilities, pursuant to Section 504 of the Rehabilitation Act, if it receives federal funds, or the Americans with Disabilities Act, as amended, to provide students with disabilities with equal access and equal opportunities to participate in the Learn Everywhere program, including by providing the student with reasonable accommodations.

15.0   A description of facilities to be used for educational instruction and a description of how the facilities will meet the priorities of the program [Ed 1403.01(b)(3)(a)].

Comligo's Learn Everywhere program is delivered using an on-line format. As such, there are no facilities for which Comligo is responsible.

16.0   A statement affirming that the facilities shall comply with all applicable federal and state health and safety laws, rules, and regulations [Ed 1403.01(b)(3)(b)].

The Comligo's Learn Everywhere program is delivered using an on-line format. As such, there are no facilities for which Comligo is responsible.

17.0   Disclosure of insurance, if any, which would cover the participants in the Learn Everywhere program [Ed 1403.01(b)(4)].

Comligo does not maintain insurance coverage which would cover participants in the Learn Everywhere program.

GENERAL SPANISH A1 (TEENAGERS)

- BEGINNERS I -

- Course description -

Element	Breakdown / Details
General Introduction	Spanish Language A1 is designed as a course for beginners with little or no knowledge of Spanish. The course will help students make first contact with the language and gain a solid foundation that will promote future success in learning Spanish during the next years of study. This course follows the Common European Framework of Reference for languages (CEFR), providing internationally recognised levels of attainment and the option for students to prepare for formal qualifications organised by recognized institutional bodies such as Instituto Cervantes.
Title	General Spanish A1 (Teenagers)
Language	Spanish
Level	The course is aimed at beginners with little or no knowledge of Spanish. On successful completion of the module students will have achieved CEFR (Common European Framework of Reference for Languages) Level A1.
Sub-levels	A1.1; A1.2; A1.3
Delivery mode	Online: synchronous
Delivery period	Throughout the year
Ages	Teenagers (13-17 years old)
Total contact hours	60 teaching hours
Pre-requisites	No previous knowledge of Spanish is required

Overview	This course aims at providing students with the tools and knowledge necessary to acquire a command of communicative competence that allows them to interact effectively with Spanish-language speakers in the different domains of private and professional life. The course is structured according to the specific CEFR level for A1 (Basic User) and incorporates the most relevant modifications of the Companion Volume descriptors of the same Framework. The course includes the necessary content so that the student, through the learning activities and with the teacher's guidance, can achieve mastery of the language through the use and practice of the different communication skills for the level.
Methodology	100% online. A teacher will accompany, guide, and facilitate the learning process, offering feedback, solving doubts and queries, and making a personalized follow-up of each student. In this sense, we apply a student-centered active learning approach: students participate dynamically in the activities, learning not only linguistic tools and content, but also cultural elements, adaptation to the context, registry, etc. Adopting a communicative approach, the course contents are presented in authentic contexts through interactive activities and real-life situations. Cultural content is essential for effective communication, understanding and interaction in other languages in real contexts with people from other cultures. Our methodology is designed so that students acquire the ability to communicate in Spanish in an enjoyable way, with attractive content and in an innovative environment that helps to optimize the potential of each individual and to exploit the advantages of the virtual environment.
Teachers	Course is taught by one of the Comligo's teachers, who are native Spanish speakers, and have ample experience in teaching Spanish (both online and offline).
Linguistic competences	**Listening**: students can recognise familiar words and very basic phrases concerning her/himself, family and immediate concrete surroundings when people speak slowly and clearly.

	Reading: students can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues. **Spoken Interaction**: students can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help formulate what the student is trying to say. Students can ask and answer simple questions in areas of immediate need or on very familiar topics. **Spoken production**: students can use simple phrases and sentences to describe where s/he lives and people s/he knows.
Content structure and learning process	The teaching-learning process is structured in 12 didactic units (4 per sub-level: A1.1; A1.2; A1.3). The units are divided into 5 one-hour sessions. The units present the learning contents through contextualized situations and practical and interactive exercises, being of a predominantly oral interaction nature. Each didactic unit contains the following sections: ● Breakdown of contents. ● Activities to work on oral proficiency ● Interactive resources (videos, games, readings, projects etc).
Units & Essential Questions A1.1	**Unit 1:** Cómo te llamas (What is your name?)	How do I express myself and my feelings to others? How do I introduce myself? How do people from other cultures introduce themselves?
	Unit 2: Yo y mi familia (Me and my familieThe family)	What is my definition of family? What do my family and I look like?
	Unit 3: Vivo en una ciudad pequeña (I live in a small) town	How and where do I live? How and where do people live in the countries where the target language is spoken?

	Unit 4: ¿Qué vamos a comer hoy? (What are we eating today?)	How do my favorite foods compare with those of someone from another culture? How do you order in a restaurant? How do you prepare foods from another culture?
Units & Essential Questions A1.2	Unit 1: Me gusta mi casa (I like my house)	How and where do I live? How and where do people live in the countries where the target language is spoken?
	Unit 2: ¿Qué haces en tu tiempo libre? (What do you do in your free time?)	How do we spend our free time? How do our hobbies compare with those of other people from other countries? What do I need in order to participate in a sport or an activity?
	Unit 3: Un día normal en la escuela (A normal day in the school)	How can I describe my day experience? How do schools compare from culture-to-culture? How does your daily schedule compare with that of other friends from Spanish-speaking countries?
	Unit 4: ¿Qué vamos hacer este fin de semana? (What are we doing this weekend?)	What are some activities you do on weekends? What are some staple foods of target language countries? Where do you shop?
Units & Essential Questions A1.3	Unit 1: ¿Qué está mal conmigo, doctor? (What is wrong with me doctor?)	What do people do? How can I explain disease symptoms? How can I ask questions and give to cure disease? How do jobs compare from culture-to-culture?

	Unit 2: ¿Dónde pasas tus vacaciones? (Where do you spend your vacations?)	How do we get around? How do I choose my means of transport? How can I keep informed about the news in the world? How do I communicate with other people in another country? What can I do on the Internet?
	Unit 3: Estoy tomando un curso de español (I am taking a Spanish course)	How does the weather compare to a Spanish-speaking country? How do your clothes and style compare to that of someone from another culture?
	Unit 4: En mi barrio hay de todo (In my neighborhood there is everything)	What kind of stores are there in my neighborhood? How can I register in a gym or library? Where do the animals of the world live? What kind of animals can I see in my country that are different from others? What benefits do we get from animals?
Other attributes gained	At these ages, teachers will emphasize the development, including cognitive development, that the student is experiencing. Both the level they have in their mother tongue and the skills they possess will be considered. Therefore,the child will develop not only in the second language, but also in the skills corresponding to his or her age. On the other hand, students will exercise their autonomy and judgement by developing independent learning skills. They will understand different points of view and cultural differences when dealing with a variety of situations within the level.	
Breakdown of learning & teaching activities	The course is designed to be taught synchronously. It provides a systematic approach to the acquisition of essential lexical and grammatical structures in a communicative context in the form of 60 lessons. As students' progress, the lessons provide opportunities for interactive language development tasks such as classmate interactions,	

	small projects and games with more than one task, creative writing, and include short texts, structured oral development work, and listening comprehension exercises.
Feedback	Students' parents will receive feedback after the first few units and then after each sublevel based on interactions with the teacher and fellow students, as well as class participation and follow-up.
Quality Assurance	The course is carefully crafted following CEFR level for A1 (Basic User). Students are monitored and evaluated through their course.

GENERALSPANISH A2 (TEENAGERS)

- BEGINNERS II -

- Course description –

COMLIGO SPANISH
Comligo.com

Element	Breakdown / Details
General Introduction	Spanish Language A2 (Beginners II) is designed as a course for students who already have a basic knowledge of Spanish and want to continue their learning. The course will help students to establish a strong foundation that will promote future success in Spanish learning for years of study to come. This course is delivered through an online platform with teleconferencing facilities as well as access to digital materials and autonomous learning. The platform operates under the benchmark of the Common European Framework of Reference for languages (CEFR), providing internationally recognised levels of attainment and the option for students to prepare for formal qualifications organised by recognized institutional bodies such as Instituto Cervantes.
Title	General Spanish A2 – Beginners II (Teenagers)
Language	Spanish
Level	The course is aimed at students who already have a CEFR A1 level of Spanish. On successful completion of the module students will have achieved CEFR (Common European Framework of Reference for Languages) Level A2.
Sub-levels	**A2.1; A2.2; A2.3**
Delivery mode	Online: synchronous and asynchronous
Delivery period	Throughout the year
Ages	Teenagers (13-17 years old)
Total contact hours	60 teaching hours Group supervised conversation workshops: 4 workshops (half an hour each)
Pre-requisites	For beginners who already have a basic knowledge or equivalent to a certified or demonstrable CEFR A1 level of Spanish.

Overview	This course aims at providing students with the tools and knowledge necessary to acquire a command of communicative competence that allows them to interact effectively with Spanish-language speakers in the different domains of private and professional life. The course is structured according to the specific CEFR level for A2 (Basic User) and incorporates the most relevant modifications of the Companion Volume descriptors of the same Framework. The course includes the necessary content so that the student, through the learning activities and with the teacher's guidance, can achieve mastery of the language through the use and practice of the different communication skills.
Methodology	100% online. A teacher will accompany, guide and facilitate the learning process, offering feedback, solving doubts and queries, and making a personalized follow-up of each student. In this sense, we apply a student-centered active learning approach: students participate dynamically in the activities, learning not only linguistic tools and content, but also cultural elements, adaptation to the context, registry, etc. Adopting a communicative approach, the course contents are presented in authentic contexts through interactive activities and real-life situations. Cultural content is essential for effective communication, understanding and interaction in other languages in real contexts with people from other cultures. Our methodology is designed so that students acquire the ability to communicate in Spanish in an enjoyable way, with attractive content and in an innovative environment that helps to optimize the potential of each individual and to exploit the advantages of the virtual environment.
Teachers	Course is taught by one of the Comligo's teachers, who are native Spanish speakers, and have ample experience in teaching Spanish (both online and offline).

Linguistic competences	**Listening:** Student can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., basic personal and family information, shopping, local area, employment). Student can catch the main point in short, clear, simple messages and announcements. **Spoken Interaction**: Student can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. Student can handle very short social exchanges, even though he/she can't usually understand enough to keep the conversation going of their own accord. **Spoken production**: student can use a series of phrases and sentences to describe in simple terms his/her family and other people, living conditions, his/her educational background and his/her present or most recent job. Student can describe in simple terms aspect of his/her past and future plans.
Content structure and learning process	The teaching-learning process is structured in 12 teaching units (4 per sublevel: A2.1, A2.2, A2.3). Units are divided into 5 one-hour length sessions. These units present learning content through contextualized situations and practical and interactive exercises, being their nature predominantly of spoken interaction. The platform also provide access to chats and/or forums dedicated to answering questions that students may have during the unit. At the end of each unit, self-evaluation activities are available for students to monitor own progress. In addition to that, students can access a series of supplementary resources to practice the grammar and vocabulary content. Each teaching unit contains the following sections: 1. Duration 2. Objectives 3. Content breakdown 4. Activities to work on all the skills 5. Evaluation activities 6. Extra resources (readings, auditions, videos, etc.)
	Unit 1: ¿Cómo estás? (How are you?)	How do I express myself and my feelings to others? How do I introduce myself?

		How do people from other cultures introduce themselves?
Units & Essential Questions A2.1	**Unit 2:** La familia de mi amiga (My friends' family)	What do my family and I look like? What kind of family do I have?
	Unit 3: Vivo en una oaís mediterranéo (I live in a mediterranean country)	How and where do I live? What does it look like where people live? What kind of things are where people live (animals, stores, places…)?
	Unit 4: ¿Estudias o trabajas? (Do you study or work?)	What kind of professions do I know? How does your daily schedule compare with that of other students from Spanish-speaking countries?
Units & Essential Questions A2.2	**Unit 1:** Mi casa es la azul (My house is the blue one)	How and where do I live? How do I describe my own home?
	Unit 2: ¿Qué has hecho este fin de semana? (What did you do this weekend?)	How do we spend our free time? How do our hobbies compare with those of other people from other countries? What do I need in order to participate in a sport or an activity?
	Unit 3: Como de todo (I eat everything)	How can I describe my eating habits? How can I prepare my favorite food?
	Unit 4: ¿Qué hiciste ayer? (What did you do yesterday?)	What are some activities you do on weekends? What things did you do on the weekend?

Units & Essential Questions A2.3	**Unit 1:** Me resfríe hace tres días (I caught a cold three days ago)	How can I explain disease symptoms? How can I ask questions and give to cure disease?
	Unit 2: ¿Dónde estuviste las vacaciones pasadas? (Where were you in your last holidays)	How do we get around? How can I reserve a ticket or room in a hotel? How do I communicate with other people in another country? What can I do on the Internet?
	Unit 3: Antes no estudiaba (Before I did not study anything)	How can I compare actions in the past and present and talk about them? How can I describe situations in the past?
	Unit 4: Estudia un poco más (Study more)	How can I give orders and affirmative instructions? What kind of information through social media networks is dangerous? What kind of shows do I like?
Other attributes gained	Students will identify and use relevant understanding, methods, and skills to address problems that are well defined but complex and non-routine. In language learning this means acquiring knowledge of grammar and vocabulary, developing strategies for learning and practicing the language, in order to communicate within defined situations while developing tools to enable students to respond to unexpected occurrences. Students will exercise autonomy and judgement by developing independent learning skills. They will gain understanding of different perspectives and cultural differences in approaching a variety of situations within the level.	
Breakdown of learning & teaching activities	The course is designed to be taught synchronously and asynchronously. It provides a systematic approach to acquiring essential lexical and grammatical structures in a communicative context in the form of:	

	-60 synchronous live classes, either one or two sessions per week. As the students progress, the classes will provide opportunities for interactive language development tasks, such as group work and role playing, and include the study of short texts, structured oral development work and listening comprehension exercises. -40 asynchronous structured activities for students to learn at their own pace. The activities consist of interactive vocabulary and grammar exercises as well as access to video and audio to reinforce listening, speaking and metacognitive skills. -Self-evaluation tests.
Feedback	Students will be given general formative feedback on their acquisition and through their formative tasks as well as group work. They will also be given ongoing feedback from interactions in group work tasks and with the online autonomous lessons, when required.
Quality Assurance	Course content is carefully crafted following CEFR standards. Students are monitored and evaluated through their course. Formative and summative feedback is provided both formally and informally.

GENERAL SPANISH B1 (TEENAGERS)

- INTERMEDIATE I -

- Course description -

COMLIGO SPANISH
Comligo.com

Element	Breakdown / Details
General Introduction	Spanish Language B1 is designed as a course for intermediate students with some knowledge of Spanish. The course will help students to strengthen, develop and extend their knowledge and communicative skills in Spanish, advancing toward more independent and proficient use of Spanish language that will promote future success in learning Spanish during the next years of study. This course follows the Common European Framework of Reference for languages (CEFR), providing internationally recognised levels of attainment and the option for students to prepare for formal qualifications organised by recognized institutional bodies such as Instituto Cervantes.
Title	General Spanish B1- Intermediate I (Teenagers)
Language	Spanish
Level	The course is aimed at intermediate students that have completed the A2 level. On successful completion of the module, students will have achieved CEFR (Common European Framework of Reference for Languages) Level B1.
Sub-levels	B1.1; B1.2; B1.3; B1.4
Delivery mode	Online: synchronous
Delivery period	Throughout the year
Ages	Teenagers (13 - 17 years older)
Total contact hours	120 teaching hours
Pre-requisites	Previous knowledge of Spanish is required, corresponding to CEFR A2 level, certified or demonstrable.

Overview	This course aims at providing students with the tools and knowledge necessary to acquire a command of communicative competence that allows them to interact effectively with Spanish-language speakers in different domains of private and professional life.
	The course is structured according to the specific CEFR level for B1 (Intermediate User) and incorporates the most relevant modifications of the Companion Volume descriptors of the same Framework. The course includes the necessary content so that the student, through the learning activities and with the teacher's guidance, can achieve mastery of the language through the use and practice of the different communication skills for the level.
Methodology	100% online.
	A teacher will accompany, guide, and facilitate the learning process, offering feedback, solving doubts and queries, and making a personalized follow-up of each student. In this sense, we apply a student-centered active learning approach: students participate dynamically in the activities, learning not only linguistic tools and content, but also cultural elements, adaptation to the context, registry, etc.
	Adopting a communicative approach, the course contents are presented in authentic contexts through interactive activities and real-life situations. Cultural content is essential for effective communication, understanding and interaction in other languages in real contexts with people from other cultures.
	Our methodology is designed so that students acquire the ability to communicate in Spanish in an enjoyable way, with attractive content and in an innovative environment that helps to optimize the potential of each individual and to exploit the advantages of the virtual environment.
Teachers	Course is taught by one of the Comligo's teachers, who are native Spanish speakers, and have ample experience in teaching Spanish (both online and offline).
Linguistic competences	**Listening**: Student can understand the main ideas when the speech is clear and about daily life matters that take place at work, school, during leisure time, etc. Student can understand the main idea of multimedia content that deal with daily life topics or matters of personal or professional interest when the articulation is relatively slow and clear.

	Reading: Student can understand basic texts related to daily life and professional environments. Student can understand texts about past events and experiences, feelings, dreams, hopes, and plans. **Spoken Interaction:** Student can participate in conversations in a wide range of situations that take place when traveling in Spanish-speaking countries. Student can participate spontaneously in conversations about daily life topics of personal interest (for example, family, hobbies, work, travel, and current events). **Spoken production:** Student can link basic phrases to describe experiences and events, dreams, hopes, and ambitions. Student can briefly explain and justify opinions and ideas about projects. Student can narrate short stories and describe the plot of books, movies, or other multimedia content.	
Units & Essential Questions B1.1	**Unit 1:** ¿Qué hiciste ayer? (What did you do yesterday?)	How do I express actions in the past?
	Unit 2: El 19 de marzo es el día del padre (March 19yh is Fathers' day)	What kind of things do my family and I do during the holidays?
	Unit 3: Estudio en un instituto (I study in an institute)	How and where did I study? How and where do I currently study? What does it look like where people live?
	Unit 4: La publicidad es un arte (Advertising is and art)	What kind of professions do I know related to the media? How do people stay informed?
	Unit 5: ¡Qué memento! (What a moment!)	What do you feel about different situations? What things did you do on the weekend?
	Unit 6: ¿Qué harás? (What will you do?)	Where will you travel during summer vacation? What will you do during your summer vacation?
Units & Essential Questions	**Unit 1:** Una película extraordinaria (An extraordinary movie)	How do we spend our free time? How are our TV shows compare with those of other people from

B1.2		other countries?
	Unit 2: Un jarrón de cristal (A crystal vase)	How do I describe my own home? How do I describe different objects from my home?
	Unit 3: La moda me incomoda (Fashion makes me uncomfortable)	How do I describe my outfit and other people's outfits? How do I describe the material of different clothes?
	Unit 4: Que te vaya bonito (Hope it goes well)	What events did you used to go to with your family? What gifts did you buy for different celebrations?
	Unit 5: Un viaje horrible (A horrible trip)	Where would you travel on vacation to? What is the weather like outside?
	Unit 6: Mensajes indirectos (Indirect messages)	How do we discuss events? How do we handle a formal or informal phone call?
Units & Essential Questions B1.3	**Unit 1:** La salud es lo primero (Health is the most important)	What do you do to be healthy? How can I describe my eating habits? How can I ask questions and give advice related to health?
	Unit 2: Me encanta que me llames (I love it when you call me)	How do I communicate with other people in another country? What can I do on the Internet?
	Unit 3: Te pido que me ayudes (I ask you to help me)	How do I ask others for help in different situations?
	Unit 4: Habrá sido un avión (It must have been a plane)	How can I know about actions that occurred in the near past?
	Unit 5: No creo que ganemos (I don't think we win)	How do I talk about and give opinions about sports and teams?

	Unit 6: Está claro que el gobierno quiere ayudar (It is clear that the government want to help)	How do I give value judgments about politics or social situations that are evident?
Units & Essential Questions B1.4	Unit 1: Es importante que el jefe nos escuche (It is important that the boss listens to us)	How can I make value judgments about situations that depend on other people and defend them?
	Unit 2: Busco un apersona que hable portugués (I am looking for a person who speaks portuguese)	How can I ask about and talk about specific or non-specific people or objects?
	Unit 3: Quizá sea un ovni (Maybe it's a UFO)	How can I talk about experiences that have a paranormal origin? How can I give hypotheses and opinions about supernatural elements?
	Unit 4: Yo me cambiaría de trabajo (I would change my job)	How can I talk about work experiences that have had a negative or positive connotation?
	Unit 5: Necesito una casa que esté en el centro (I need a house that is in the centre)	How can I describe and express things needed in a house or residence, hotel or lodging?
	Unit 6: Me iría de vacaciones (I would go on vacation)	How can I refer to situations that cannot be real and what you would do if they were real?
Other attributes gained	Students will identify and use relevant understanding, methods, and skills to address problems that are well defined but complex and non-routine. In language learning this means acquiring knowledge of grammar and vocabulary, developing strategies for learning and practicing the language in order to communicate within defined situations while developing tools to enable students to respond to unexpected occurrences. Students will exercise autonomy and judgement by developing independent learning skills. They will gain understanding of different perspectives and cultural differences in approaching a variety of situations within the level.	

Breakdown of learning & teaching activities	The course is designed to be taught synchronously and asynchronously. It provides a systematic approach to acquiring essential lexical and grammatical structures in a communicative context in the form of: -120 synchronous live classes, either one or two sessions per week. As the students progress, the classes will provide opportunities for interactive language development tasks, such as group work and role-playing, and include the study of short texts, structured oral development work, and listening comprehension exercises. -72 asynchronous structured activities for students to learn at their own pace. The activities consist of interactive vocabulary and grammar exercises as well as access to video and audio to reinforce listening, speaking, and metacognitive skills. Self-evaluation tests.
Feedback	Students will be given general formative feedback on their acquisition and performance through their formative tasks as well as group work. They will also be given ongoing feedback from interactions in group work tasks and with the online autonomous lessons, when required.
Quality Assurance	Course content is carefully crafted following CEFR standards. Students are monitored and evaluated through their course. Formative and summative feedback is provided both formally and informally.