Course Description: Students will receive an introduction to the fundamentals of the language; will learn about German geography and culture. The variety of new vocabulary will be introduced and practiced. Students will be taught how to speak, read and write in German. The main focus will lie on communication, cultures, and communities in the German-speaking world, as well as making comparisons along the way.

Instructional Philosophy: By the end of the year students will know and will be comfortable to use the vocabulary on the following topics: greetings, family, hobbies and interests, school, foods, weather, German cities, clothing, celebrations, sports, and travelling. Students will engage in conversation, provide and obtain information, express feelings and emotions and exchange opinions in German. Students will demonstrate an understanding of German culture.

It is my goal as a language teacher to introduce students not only to a language, but also to ways in which they can become productive, collaborative members of a global society. In the process of learning German, it is not only important to learn how to communicate effectively, but also to become aware of how people in German speaking countries live and think differently from people in the United States.

My biggest priority is to develop a positive attitude toward language learning in all my students, confidence in using that language, as well as an open mindset to the new and different ways of life, which in my case the German speaking world has to offer.

Content Standards

Communication (Speaking and listening)
Students will be able to engage in conversations, including asking questions, expressing their ideas, feelings, and emotions during conversation. Using fundamental German structures and vocabulary, students will be able to describe themselves and others, their wants, and their needs.

Writing
Students will be able to organize words in complete sentences, and convey ideas using appropriate vocabulary and grammar to write about themselves and others. This will be done through the use of present and simple future tenses.

Culture
Students will be able to identify characteristics and norms specific to Germanic cultures, both globally and locally. Students will also be able to compare target cultures to other cultures.
**Linguistics**

Students will be able to demonstrate understanding of linguistics through reading, writing, and listening. A variety of vocabulary will include: descriptions of people, hobbies, pastimes, school and home, family, daily routines. Students will be able to demonstrate understanding and proper usage of skills of the differing grammar rules that will allow them to perform proficiently in the different language skills.

**Reading Comprehension**

Students will be able to understand level appropriate written passages in German incorporating a variety of vocabulary and grammar structures.

**Major Units of Study**

- Introductions
- Family and time
- Leisure activities
- School
- Weather and geography
- Food and dining
- Shopping for clothing
- Special occasions and the home

**Class Rules and Expectations:**

Students will follow classroom procedures as posted and taught in the first weeks of school regarding materials, behavior and work habits.

**Texts**

*Kraft Deutsch Aktuell 1, 5th edition*

**Assessment:** Grading will be based on tests, projects, dialogs, quizzes and daily work.

**OPS Secondary Grading Practices**

All coursework and assessments are judged based on the level of student learning from “below basic” to “advanced.” This course will provide multiple opportunities to achieve at the “proficient” to “advanced” levels. Students are evaluated based on a proficiency scale or project rubric. Proficiency scales for this course are available upon request (teacher will identify location such as portal, teacher website, attached, etc.)

There are three types of coursework*

- **Practice** – assignments are brief and done at the beginning of learning to gain initial content (e.g., student responses on white boards, a valid sampling of math problems, keyboarding exercises, and diagramming sentences, checking and recording resting heart rate). Practice assignments are not generally graded for accuracy (descriptive feedback will be provided in class) and are not a part of the grade. Teachers may keep track of practice work to check for completion and students could also track their practice work. Practice work is at the student’s instructional level and may only include Basic (2) level questions.

- **Formative (35% of the final grade)** – assessments/assignments occur during learning to inform and improve instruction. They are minor assignments (e.g., a three paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison contrast matrix). Formative assignments are graded for accuracy and descriptive feedback is provided. Formative work may be at the student’s instructional level or at the level of the content standard. Formative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment, students will be able to earn an Advanced (4). Teachers will require students to redo work that is not of high quality to ensure rigor and high expectations. The students score on a formative assessment that was redone will be their final score.
• **Summative (65% of the final grade)** – assessments/assignments are major end of learning unit tests or projects used to determine mastery of content or skill (e.g., a research paper, an oral report with a power point, major unit test, and science fair project). Summative assessments are graded for accuracy. Summative assignments assess the student’s progress on grade level standards and may not be written at the student’s instructional level. Summative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment students, will be able to earn an advanced (4).

To maintain alignment of coursework to content standards, which is a key best practice for standards-based grading, teachers will utilize a standardized naming convention for each of the standards within a course. The content standard will be marked on each assignment entered into Infinite Campus (District Grading Program) using all capital letters followed by a colon. After the colon will be the title of the coursework.

At the end of the grading period, the final scores in the formative and summative categories will be used to determine a student’s overall grade for the course. The overall grade will be determined using the OPS Grading Scale.

\[
\begin{align*}
A &= 3.26 – 4.00 \\
B &= 2.51 – 3.25 \\
C &= 1.76 – 2.50 \\
D &= 1.01 - 1.75 \\
F &= 0.00 – 1.00
\end{align*}
\]

**Redoing/Revising Student Coursework**

1. Students are responsible for completing all coursework and assessments as assigned.
2. Students will be allowed redoes and revisions of coursework for full credit as long as they are turned in during that unit of study while a student still has an opportunity to benefit from the learning. When time permits, teachers should allow the redoing or revising of summative assessments.
3. Students are expected to complete assessments when given to the class, or if a student was justifiably absent, at a time designated by the teacher.
4. Redoing, retaking or revising will be done at teacher discretion in consultation with the student and parent(s). Teachers may schedule students before, during, or after school to address needed areas of improvement if not convenient during class. The time and location for redoing, retaking or revising will be done at the teacher’s discretion in consultation with the student and parent(s).
5. Scores for student work after retaking, revising or redoing will not be averaged with the first attempt at coursework but will replace the original score.