Omaha North High Magnet School
German 7-8
Course Syllabus

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Plan Periods: A5 and B4

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Course Description:
This course will center on discussions and reports. Reading will move to more complex forms of authentic materials. Grammar and composition become more advanced in order to develop the student's ability to produce the language in more complicated forms. The study of culture, art, music, poetry, and literature continues to be stressed. Students will continue to develop an awareness and appreciation of German culture, as well as an impact it has on their own country.

Instructional Philosophy:
By the end of this year students will have expanded the repertoire of topics they are able to read, talk and write about. They should feel confident that they can converse about a number of different topics. They will be aware of how Germans have influenced the world we live in and will hopefully be thinking about traveling to Europe to use their skills.

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**
- Weather reports
- Leisure time
- Media and communication
- Music
- Employment
- Fairy tale world
- Environment
- Famous people

**Course Expectations**
- Talk in target language in complete sentences.
- Complete class assignments and presentations in a timely manner.
- Maintain a notebook for class and organize it chronologically. You will be expected to turn in your notebook for grade once a month.
- Work on grammar and reading daily.
- Read aloud in class and practice on pronunciation. You will be expected to keep the vocabulary journal.
- Complete and present at least 5 projects that are power-point/portfolio –quality.

**Class Rules and Expectations**
- Be in class on time.
- Be in your assigned seat and have all materials ready when the bell rings.
- Come to class prepared to learn with materials needed for class.

**Texts**
- Kraft *Deutsch Aktuell 2, 5th edition*
- Kaleidoskop* Moeller, Adolph, Mabee, Berger*

**Assessment**
- Course grades will be determined by planned assessments such as tests, quizzes, and projects scored with rubrics.
- Major tests and/or writing projects are to be expected at the end of each major unit outlined above.

**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 assignments 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, scores are converted to a letter grade using this grading scale.

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\begin{align*}
\text{A} &= 3.26 - 4.00 \\
\text{B} &= 2.51 - 3.25 \\
\text{C} &= 1.76 - 2.50 \\
\text{D} &= 1.01 - 1.75 \\
\text{F} &= 0.00 - 1.00
\end{align*}
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**Redoing/Revising Student Coursework**

1. Students are responsible for completing all coursework and assessments as assigned.
2. Students will be allowed redo’s 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.
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.