

### WORLD LANGUAGES STATE STANDARDS

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas. compare the language and culture studied with their own, and participate in home and global communities.

The targeted proficiency level is in accordance with the NJCCCS cumulative progress indicators as based on the American Council on the Teaching of Foreign Languages (ACTFL) learner-range descriptions. Student proficiency is assessed on performance across the 3 modes of communication-Interpretive (reading, listening); Interpersonal (spontaneous speaking, writing); Presentational (prepared speaking, writing).

# MHS 2023-2024

# Course Expectations for AP German

Frau Lee - Email: klee@mtsd.us

## **COURSE DESCRIPTION:**

In this course, students continue to progress towards the ACTFL and state standards advanced-low proficiency level as they build comprehension skills and increase fluency. Students will be assessed regularly in the three modes of communication: interpersonal (unscripted conversation in order to complete a task), interpretive (reading, listening), and presentational (rehearsed and revised oral and written products). Focus is on developing practical communication skills while making comparisons and connections to their own language and culture.

Thematic units include a variety of interactive activities to help build competency and to allow students to demonstrate mastery of language and cultural concepts in modalities that are age-appropriate and accessible to a variety of learners.

#### **OBJECTIVES:**

- To develop competence in cultural exchanges with the language-related ethnic groups;
- To use written and spoken language at the ACTFL advanced-low level in a variety of familiar situations and contexts;
- To strengthen knowledge and application of foundational language structures needed for successful acquisition and continued, upper-level study

#### **UNITS FOR THE YEAR:**

Unit 1 – Broader Horizons	Unit 4 - A Step in the Right Direction?
Unit 2 – A Sense of Self	Unit 5 – Family & Community
Unit 3 - Why War?	Unit 6 - Filmfest

#### **RESOURCES:**

Textbook: Denk mal

The curriculum is designed in **thematic units**, and therefore does not strictly follow the chapters of the textbook. Students will be given a variety of resources that may include videos, song lyrics, short stories, newspaper articles, news broadcast, pictures, and photocopies.

All resources equally significant for learning.

# Supplies students need to bring to class

- → Binder
- → pencils/pens/highlighters
- → Smartphone, Ipod or tablets, if available\*
- → Headphones, with microphone, if available\*

\*I often use technology in my lessons, however, I don't have devices for all my students.

#### **GRADING:**

50%	50%	
Assessments	Communicative Skill Development	(Responsible Learner Skills)
Summative performance tasks Interpretive Performance (Reading/Listening - Multiple Choice) Interpersonal Performance (Dialogue/Email) Presentational Performance (Essay/Cultural Speech)	Supporting Content tasks Quizzes Class work Homework Reading/Media Reflections (monthly) Responsible Learner Skills	Come to class prepared Use technology responsibly Listen respectfully Use time effectively Speak in target language!

# **ABSENCE POLICY/ LATE WORK/ MAKE-UP WORK:**

- For homework to be considered complete, all parts of the homework must be complete.
- Half credit will be given for homework handed in late.
- If absent, student is accountable for HW & Resources posted on Google Classroom.
- Absent students should hand in their homework the next class for full credit.

# **ACADEMIC INTEGRITY:**

Per penalties for cheating as outlined in the student handbook.

# **EXTRA HELP DAY:**

Wednesday

# **BEHAVIORAL EXPECTATIONS:**

Listen to the speaker; Lavatory needs - please, be judicious and use the Sign-Out book

Enter the classroom on time and be ready to work, when the bell rings

Attentiveness - Head up from start to end, be on task, \*devices off desk, unless allowed for an assignment, No food or drinks, other than water

Respect - Show respect for your peers, your instructor, and for the material you will learn in class

**N**o excuses - All assignments will <u>always</u> be available on *Google Classroom* 

#### STUDENT RESPONSIBILITY:

You play a vital role in the learning process and in your success. To be successful you must be willing to take risks and

1 3	your best, adhere to all classroom rules and use the target language to
Please acknowledge your understanding of the	ese guidelines by signing below.
Date:	
Student's signature:	Parent or Guardian's signature: