



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 German 4 H

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COURSE DESCRIPTION:

In this course, students continue to progress towards the ACTFL and state standards intermediate-high 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 intermediate-high 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 – Me & Those Around Me	Unit 3 – The World Around Us
Unit 2 – Self-Expression (Art & Music)	Unit 4 – Ethics & National Guilt

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/Notebook (HEFT!!!)
- pencils/pens/highlighters
- Laptop, smartphone, Ipod/ tablet*
- Headphones/Earbuds 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)
<u>Summative performance tasks</u> DOK 1- End of Unit Exam DOK 2- Interpretive Performance DOK 3- Interpersonal Performance DOK 4- Presentational Performance	<u>Supporting Content tasks</u> Quizzes Class work Homework Reading/Media Reflections (2 per semester) Responsible Learner Skills	Come to class prepared Use technology responsibly Listen respectfully Use time effectively Make an effort to 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.
- Homework must be completed **by the time I check/score them for Genesis**.
- If absent, all HW & Resources are posted on Google Classroom.
- Absent students should complete their homework by the class after their return.

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 (virtual or physical) 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 (in classroom)

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

No excuses - All assignments will always 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 be invested in learning on a consistent basis. Try your best, adhere to all classroom rules and use the target language to the best of your ability.

Please acknowledge your understanding of these guidelines by signing below.

Date: _____

Student's signature: _____

Parent or Guardian's signature:
