



Mount Hebron High School
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German II 2014-2015

Course Title: German II

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Course Description:

Herzlich Willkommen im Deutschunterricht! In German II, we continue exploring the German language and German culture, building on what you learned in German I. Students will be encouraged to speak German as much as possible throughout the year, as we build upon each unit that we learn. Keep in mind that The National organization, the American Council on the Teaching of Foreign Languages (ACTFL), released the following statement for language classrooms: "ACTFL therefore recommends that language educators and their students use the target language as exclusively as possible (90% plus) at all levels of instruction during instructional time and, when feasible, beyond the classroom."¹ Please do not be afraid! Part of learning a different language is making mistakes.

Office Hours:

I can be found in here in room 127 after school until 2:40. Please try to let me know ahead of time so I can make sure I'm available!

Required Texts, Supplies & Learning Materials:

You should come prepared to class everyday with required books and a dictionary if you have one. The textbooks that will be used this year include:

Deutsch Aktuell I, with the accompanying workbook

I recommend that you have a 3 ring binder, with dividers for three sections: warm-ups, notes, and homework.

Learning Objectives/Outcomes:

Content Topics. The student will be able to communicate in German on a variety of topics:

- ◆ Nouns and selected expressions: sports, chores, shopping, hobbies and interests, daily activities
- ◆ Numbers: ordinal numbers, dates
- ◆ The city: buildings, directions
- ◆ Holidays and special occasions
- ◆ Transportation and travel: in the city, train and train station
- ◆ House: rooms of the house, the exterior
- ◆ Switzerland: cantons, provinces, and major cities, neighboring countries, customs and traditions
- ◆ Current events

Language Structures.

In order to meet the performance objectives, the student will be able to:

- ◆ Review and use expanded Level I structures, as needed.
- ◆ Form and use the accusative case with direct objects and objects of accusative prepositions.
- ◆ Form and use the dative case with indirect objects, objects of dative prepositions and dative verbs.
- ◆ Use **der-** and **ein-** words in nominative, accusative, and dative cases.

¹ <http://www.actfl.org/>

- ◆ Form and use the conversational past tense of strong, weak, and mixed verbs.
- ◆ Express the imperative mood.
- ◆ Use selected interrogative expressions: **wer, wen, and wem.**
- ◆ Use accusative, dative and reflexive pronouns.
- ◆ Use possessive adjectives.
- ◆ Use verbs with separable prefixes in known tenses.
- ◆ Apply the rules of word order with adverbs of time, manner, and place.
- ◆ Use subordinate word order in indirect questions.
- ◆ Form and use the genitive case in genitive phrases and with genitive prepositions.
- ◆ Form and use the narrative past of selected weak and strong verbs.

Classroom Expectations:

All school and county rules must be followed in this class. Please refer to the list in your agenda book or Student Handbook for complete guidelines. The Howard County Acceptable Use Policy also applies to any technology used for this course.

- ✓ Be in your seat when the bell rings
- ✓ Be polite to others and show respect
- ✓ Come prepared to class everyday
- ✓ Speak as much German as possible
- ✓ Participate!

Lateness to Class Policy, as per Mt. Hebron Policy:

Lateness to class: Please do not arrive late to my class. If you come late without an excused note, you must write your initials in the late binder next to your name. Consequences are cumulative and are as follows:

- 1st offense: Warning and Student-teacher conference
- 2nd offense: Parent phone call by the teacher/Parent Conference
- 3rd offense: After school detention with teacher
- 4th offense: Detention assigned by the administrator
- Additional offenses: Discretion of Administrator

Class Cut Policy, as per Mt. Hebron Policy:

- 1st offense: Parent Contact/Detention
- 2nd offense: Parent Contact & Saturday School assignment
- Additional offenses: Discretion of Administrator

Grading Policy

The Mt. Hebron World Language Department uses the same weighted grading system. The number of points awarded to each assignment depends on the difficulty of the assignment. Students at this level will be graded for participation every day. Please be aware that the following will significantly lower your participation grade: not being prepared, never speaking in class, not speaking exclusively in Spanish, not participating in group activities, talking etc. Please volunteer any chance you get! Remember that speaking English, refusal to participate in class activities, or sleeping in class will result in a zero for participation for each day. We will be using an online grade book program called ASPEN. This is where you will be able to check your grade. The breakdown of grades is as follows:

- *Homework: 10%
- *Assignments: 30% and includes class work, projects, oral activities, timed writings, etc...
- *Participation: 10%
- *Assessments: 50% and include tests and quizzes

You may calculate your grade using the following example:

| Homework Category: (Weight 25) | Quizzes Category: (Weight 25) | Tests Category: (Weight: 50) |
|--|--|--|
| HW 1: 10 of 10 | Quiz 1 50 of 50 | Test 1: 80 of 100 |
| HW 2: 9 of 10 | Quiz 2: 42 of 50 | Test 2: 94 of 100 |
| HW 3: 15 of 20 | Quiz 3: 48 of 50 | Test 3: 180 of 200 |
| HW 4: 4 of 5 | | |
| HW total points earned: 38 HW total points possible: 45 | Quiz total points earned: 140 Quiz total points possible: 150 | Test total points earned: 354 Test total points possible: 400 |

| | | |
|--|------------------------------|-----------------------------|
| HW average: 38/45=84.44% | Quiz average: 140/150=93.33% | Test average: 354/400=88.5% |
| ASPEN will use the following formula to calculate the term average using Categories Total Points: $(88.44 \times 25/100) + (93.33 \times 25/100) + (88.50 \times 50/100) = 88.69\%$ | | |

If you are absent, it is your responsibility to show me your excused absence. I will not chase you down to make-up your work nor will I keep reminding you. I will be showing you where you can pick up missed work for your class. If you are absent the day of a test/quiz or other assignment that is collected in class, you have the number of days missed to make up the work. Otherwise, you will receive a zero. Do not wait for the next class. Keep this in mind...unexcused absences are not allowed to be made up.

Homework:

I do not accept late homework. If you are absent the day HW is collected, you may turn it in for credit when you return to class showing an excused absence. Otherwise, you will receive a zero. Remember to be proactive and responsible! If you are absent, check the class website. Here you can also download documents and assignments for the class as well as have links to important web-sites.

Participation:

| Grade | Expectations in class |
|-------|--|
| A | ALWAYS/CONSISTENTLY: arrives to class on time; is seated when bell rings; starts warm-up immediately when bell rings; has homework on desk ready to be checked when bell rings; is not disruptive during instruction or class activities; participates and engages fully in classwork and group activities; shows a positive attitude toward learning; only uses electronic devices at designated times; participates in conversations between teacher and class in target language; raises hand to participate frequently; does not call out; addresses others in a respectful tone; does not need to be prompted/ reminded to use Spanish to communicate during class; has appropriate posture when seated |
| B | Student strives to meet the expectations as mentioned above, but does not achieve this goal consistently. Student meets at least 75% of expectations mentioned above. |
| C | Student meets 50-75% of the expectations mentioned above. |
| D | Student meets fewer than 50% of expectations mentioned above. |
| E | Student does not meet expectations mentioned above at all. |

Academic Dishonesty (Cheating)

Cheating is absolutely unacceptable. If you are caught cheating on a test, quiz, project or homework, you will receive an automatic zero. If you are caught copying another student's homework, you will both receive zeros. Online and computer translators should be used with caution to translate single words...not entire phrases or sentences. I suggest using a dictionary to be on the safe side because I will soon know your writing styles and can tell when you have used a translator. I would much rather you write a paper yourself with 20 mistakes, than a beautiful paper/hw/articles/project with words and tenses you haven't learned yet. Also, the College Board does not take cheating lightly. If a student is caught cheating, incidents are reported to colleges.

Absence from Class

If you miss school, you have the same amount of time that you were absent to make up the work – as long as your absence is excused. This is something that is taken very seriously. Bring a note to excuse any days absent to the front office. Speak to a student in class about the work you missed before you approach the teacher. It is your responsibility. You may, of course, see me before or after school to talk about work you missed, but again, it is your responsibility. As a courtesy, please do not disrupt class to ask the teacher what you missed when you were absent. There is a binder available to pick up any worksheets that were distributed, and you may help yourself to check this binder upon your return.

Miscellaneous

For me, personally, politeness and patience are two of the most important aspects of classroom management, as well as someone's character. Throughout high school, students are constantly working on becoming more mature and responsible adults. Part of this process is understanding how and when to ask questions and to request help from the teacher. As you continue to grow, understand that asking for the teacher's attention is not something you should demand the instant you feel you need it. There is a time and a place for expressing confusion and asking for help. I am glad to help any and every student who needs it. At any time, you may address me with a question by raising your hand and not by calling out. This helps immensely with classroom management, and learning to be patient.

You may feel overwhelmed and confused at the beginning when we speak mostly or only in the target language. Please be patient with yourself and others. It is not expected that you understand every word –

just the general idea of what is being communicated in the target language. If you do not understand something, patiently raise your hand and ask for clarification. Complaining in English will not help you learn Spanish. Again, if you are lost and confused at any time, patiently raise your hand and ask for clarification when the moment is right.

Speaking & Writing Assessment

The following rubrics will be used to evaluate speaking and writing assignments throughout the year. They are both taken directly from the Advanced Placement (AP) Spanish Language Examination. Many of these assignments will be doubled or tripled in value to reflect the difficulty and length of the tasks.

Speaking Rubric:

| <u>Number</u> | <u>Explanation</u> |
|---------------|---|
| 5 | <i>Demonstrates Superiority</i> Excellent command of the language on all accounts. Virtually no errors of syntax. Wide range of vocabulary, including idiomatic usage. High level of fluency |
| 4 | <i>Demonstrates Competence</i> Good command of the language. Few lapses of syntax. Above-average range of vocabulary. Good idiomatic usage, little awkwardness of expression. Good fluency, intonation, and pronunciation. |
| 3 | <i>Suggest Competence</i> Comprehensible expression. Some serious lapses of syntax; some successful self-correction. Some fluency characterized by a moderate range of vocabulary and idiomatic usage. Hesitant. |
| 2 | <i>Suggest Incompetence</i> Poor command of the language marked by frequent serious errors of syntax. Limited fluency characterized by a narrow range of vocabulary and idiomatic usage. Frequent anglicisms and structures that force interpretation of meaning by the listener. Poor pronunciation. Occasional redeeming features. |
| 1 | <i>Demonstrates Incompetence</i> Unacceptable from almost every point of view. Glaring weaknesses in syntax and pronunciation. Few vocabulary resources. Little or no sense of idiomatic usage. |
| 0 | <i>Use of English/Not on Topic</i> |

Writing Rubric:

| <u>Number</u> | <u>Explanation</u> |
|---------------|---|
| 5 | <i>Demonstrates Superiority</i> A coherent treatment of the topic with clearly developed ideas. Strong control of syntax. Superior command of vocabulary and use of verb tenses. Appropriateness and ease of expression. There may be a small number of rather basic grammatical errors. Orthography and other conventions of the written language are generally correct. |
| 4 | <i>Demonstrates Competence</i> Well articulated ideas on the topic. Generally correct syntax. Good use of vocabulary and verb tenses. Communication not greatly hampered by interference from another language. There may be more than a few basic grammatical errors, particularly in complex structures. Errors in orthography and other conventions of the written language do not interfere with communication |
| 3 | <i>Suggest Competence</i> Conveys some ideas on the topic. Basic grasp of syntax and use of verb tenses. Adequate vocabulary. Communication may suffer from interference from another language. There may be frequent errors in grammar although simple structures tend to be correct. There may be frequent errors in orthography or other conventions of the written language. |
| 2 | <i>Suggest Incompetence</i> Poorly expressed ideas. Lack of control of syntax and verb tenses. Communication may be impeded by inadequate vocabulary, interference from another language, or pervasive errors of orthography. Constant basic errors of grammar. |
| 1 | <i>Demonstrates Incompetence</i> No clear grasp of the topic or inability to communicate ideas. Persistent errors in syntax, vocabulary, grammar, orthography, or interference from another language, lead to almost total incomprehensibility. |
| 0 | <i>Use of English/Not on Topic</i> |

EXTRACURRICULAR OPPORTUNITIES:

German Help: Please see me if you need extra help. You do not want to sit in class and be confused or feel like you are falling behind. We can set up a time for me to help you before or after school.

German Club: A great opportunity to practice your German, while having fun. It is co-sponsored by Frau Maerten and by me. Be on the lookout for announcements regarding meetings!

National German Exam: The National German Exam is administered each spring to all interested German students nationwide. The test measures a student's proficiency and achievement in German as a second language with the goal of recognizing student excellence. Participation looks great on your resume!

Parent/Guardian and Student Acknowledgement:

Dear Parent/Guardian:

Please fill out this sheet, detach it and send it back to class with your student. Have your student place the front pages in their notebook for later reference.

Pledge and Information Sheet

Finally, please ask questions if something is unclear or if you do not understand a lesson/concept. Ask for help. There are numerous resources available for German. Ask me before/after class or drop me a little note. I cannot help you reach your goals of achieving success in German success unless you let me know you need some help. I am available most days after school and I am more than willing to stay if you need extra help.

The only thing that I ask is that you try your best and that you always give more than the minimum effort. We will be learning a great deal of vocabulary, grammar, and culture this year; please be active and creative. In signing this syllabus, you acknowledge and pledge to do the following:

I will speak and write in German every day, knowing that my errors will only help me improve.
I will respect my classmates and my teacher, doing everything possible to build others up.
I will follow the policies outlined in this syllabus and will accept the consequences if I break school/classroom rules.

Student Signature

Date

Student Name: _____

Book No: _____

Home Address: _____

Student Mode of Transportation: (circle one)

Bus Parent Automobile Student Automobile Walking

Parent/Guardian(s) Name(s): _____

Name(s): _____

Home Phone: _____

Home Phone: _____

Cell Phone: _____

Cell Phone: _____

Work Phone: _____

Work Phone: _____

E-Mail Address: _____

E-Mail Address: _____

Student Signature*: _____ **Date:** _____

Parent(s) Signature*: _____ **Date:** _____

*Signature indicates that the student and parent have read these policies and understand the penalties for any violations.

