



Mount Hebron High School
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German IV 2014-2015

Course Title: German IV

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Course Description:

Herzlich Willkommen im Deutschunterricht! In German IV, we will expand upon what we have learned so far of the German language and culture, studying such topics as traveling, the environment, and selected historical and cultural topics. We will also learn some more complex grammar structures and do some more in depth writing. At this level, students are expected to speak only German, especially as we progress through the year. 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 room 127 from 7:00 – 7:25 am, and after school until 2:40. Please let me know ahead of time if possible, so I can make sure that I am available.

Required Texts, Supplies & Learning Materials:

I strongly recommend that you have a German/English dictionary. Other materials may be required throughout the year. The textbooks that will be used this year include:

Deutsch Aktuell II & III, with the accompanying workbooks; *Kaleidoskop*

I recommend that each student have a 3 ring binder, with 5 dividers for each of the following categories: Grammar, Vocabulary, Drills and Classwork, Homework, Culture

Learning Objectives/Outcomes:

In level III, we will review concepts from German I -III. Grammar concepts include: coordinating and subordinating conjunctions; verbs used as nouns; als, wenn, wann; present subjunctive II; verb-preposition combinations; if/then clauses; comparative and superlative; comparison of adjectives and adverbs; da/wo-compounds; double infinitives; passive voice; relative pronouns; uses of werden; past perfect; past participles as adjectives. Thematic units for vocabulary include family life, healthy living, relationships; interests and hobbies; talking about things in the past; Europe; science and technology.

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!

¹ <http://www.actfl.org/>

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 HW average: 38/45=84.44%	Quiz total points earned: 140 Quiz total points possible: 150 Quiz average: 140/150=93.33%	Test total points earned: 354 Test total points possible: 400 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:

Participation includes being prepared for class with all materials, working on assignments, cooperating with group members, raising hand, and speaking in the target language. You will get participation points for all of these aspects. Participation is a simple grade to earn, so if you are doing all of the aforementioned things, you should earn the entire 10% participation grade.

I know that there are people who will always raise their hand but I cannot always call on the same person. I do expect everyone to participate and this includes raising your hand!!
If you have a specific question, please see me so that we can work things out. ☺

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.

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.

Scoring Rubrics, from the AP German Language and Culture Exam:

Presentational Writing

5: STRONG performance

- Effective treatment of topic within the context of the task
- Demonstrates a high degree of comprehension of the sources' viewpoints, with very few minor inaccuracies
- Integrates content from all three sources in support of the essay
- Presents and defends the student's own viewpoint on the topic with a high degree of clarity; develops a persuasive argument with coherence and detail
- Organized essay; effective use of transitional elements or cohesive devices
- Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
- Varied and appropriate vocabulary and idiomatic language
- Accuracy and variety in grammar, syntax and usage, with few errors
- Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences

4: GOOD performance

- Generally effective treatment of topic within the context of the task
- Demonstrates comprehension of the sources' viewpoints; may include a few inaccuracies
- Summarizes, with limited integration, content from all three sources in support of the essay
- Presents and defends the student's own viewpoint on the topic with clarity; develops a persuasive argument with coherence
- Organized essay; some effective use of transitional elements or cohesive devices
- Fully understandable, with some errors which do not impede comprehensibility
- Varied and generally appropriate vocabulary and idiomatic language
- General control of grammar, syntax and usage
- Develops mostly paragraph-length discourse with simple, compound and a few complex sentences

3: FAIR performance

- Suitable treatment of topic within the context of the task
- Demonstrates a moderate degree of comprehension of the sources' viewpoints; includes some inaccuracies
- Summarizes content from at least two sources in support of the essay
- Presents and defends the student's own viewpoint on the topic; develops a somewhat persuasive argument with some coherence
- Some organization; limited use of transitional elements or cohesive devices
- Generally understandable, with errors that may impede comprehensibility
- Appropriate but basic vocabulary and idiomatic language
- Some control of grammar, syntax and usage
- Uses strings of mostly simple sentences, with a few compound sentences

2: WEAK performance

- Unsuitable treatment of topic within the context of the task
- Demonstrates a low degree of comprehension of the sources' viewpoints; information may be limited or inaccurate
- Summarizes content from one or two sources; may not support the essay
- Presents, or at least suggests, the student's own viewpoint on the topic; develops an unpersuasive argument somewhat incoherently

- Limited organization; ineffective use of transitional elements or cohesive devices
- Partially understandable, with errors that force interpretation and cause confusion for the reader
- Limited vocabulary and idiomatic language
- Limited control of grammar, syntax and usage
- Uses strings of simple sentences and phrases

1: POOR performance

- Almost no treatment of topic within the context of the task
- Demonstrates poor comprehension of the sources' viewpoints; includes frequent and significant inaccuracies
- Mostly repeats statements from sources or may not refer to any sources
- Minimally suggests the student's own viewpoint on the topic; argument is undeveloped or incoherent
- Little or no organization; absence of transitional elements and cohesive devices
- Barely understandable, with frequent or significant errors that impede comprehensibility
- Little or no control of grammar, syntax and usage
- Very simple sentences or fragments

0: UNACCEPTABLE performance

- Mere restatement of language from the prompt
- Clearly does not respond to the prompt; completely irrelevant to the topic
- "I don't know," "I don't understand" or equivalent in any language
- Not in the language of the exam

Presentational Speaking

5: STRONG performance in Presentational Speaking

- Effective treatment of topic within the context of the task
- Clearly compares the student's own community with the target culture, including supporting details and relevant examples
- Demonstrates understanding of the target culture, despite a few minor inaccuracies
- Organized presentation; effective use of transitional elements or cohesive devices
- Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
- Varied and appropriate vocabulary and idiomatic language
- Accuracy and variety in grammar, syntax and usage, with few errors
- Mostly consistent use of register appropriate for the presentation
- Pronunciation, intonation and pacing make the response comprehensible; errors do not impede comprehensibility
- Clarification or self-correction (if present) improves comprehensibility

4: GOOD performance in Presentational Speaking

- Generally effective treatment of topic within the context of the task
- Compares the student's own community with the target culture, including some supporting details and mostly relevant examples
- Demonstrates some understanding of the target culture, despite minor inaccuracies
- Organized presentation; some effective use of transitional elements or cohesive devices
- Fully understandable, with some errors which do not impede comprehensibility
- Varied and generally appropriate vocabulary and idiomatic language
- General control of grammar, syntax and usage
- Generally consistent use of register appropriate for the presentation, except for occasional shifts
- Pronunciation, intonation and pacing make the response mostly comprehensible; errors do not impede comprehensibility
- Clarification or self-correction (if present) usually improves comprehensibility

3: FAIR performance in Presentational Speaking

- Suitable treatment of topic within the context of the task
- Compares the student's own community with the target culture, including a few supporting details and examples
- Demonstrates a basic understanding of the target culture, despite inaccuracies
- Some organization; limited use of transitional elements or cohesive devices

- Generally understandable, with errors that may impede comprehensibility
- Appropriate but basic vocabulary and idiomatic language
- Some control of grammar, syntax and usage
- Use of register may be inappropriate for the presentation with several shifts
- Pronunciation, intonation and pacing make the response generally comprehensible; errors occasionally impede comprehensibility
- Clarification or self-correction (if present) sometimes improves comprehensibility

2: WEAK performance in Presentational Speaking

- Unsuitable treatment of topic within the context of the task
- Presents information about the student's own community and the target culture, but may not compare them; consists mostly of statements with no development
- Demonstrates a limited understanding of the target culture; may include several inaccuracies
- Limited organization; ineffective use of transitional elements or cohesive devices
- Partially understandable, with errors that force interpretation and cause confusion for the listener
- Limited vocabulary and idiomatic language
- Limited control of grammar, syntax and usage
- Use of register is generally inappropriate for the presentation
- Pronunciation, intonation and pacing make the response difficult to comprehend at times; errors impede comprehensibility
- Clarification or self-correction (if present) usually does not improve comprehensibility

1: POOR performance in Presentational Speaking

- Almost no treatment of topic within the context of the task
- Presents information only about the student's own community or only about the target culture, and may not include examples
- Demonstrates minimal understanding of the target culture; generally inaccurate
- Little or no organization; absence of transitional elements and cohesive devices
- Barely understandable, with frequent or significant errors that impede comprehensibility
- Very few vocabulary resources
- Little or no control of grammar, syntax and usage
- Minimal or no attention to register
- Pronunciation, intonation and pacing make the response difficult to comprehend; errors impede comprehensibility
- Clarification or self-correction (if present) does not improve comprehensibility

0: UNACCEPTABLE performance in Presentational Speaking

- Mere restatement of language from the prompt
- Clearly does not respond to the prompt; completely irrelevant to the topic
- "I don't know," "I don't understand" or equivalent in any language
- Not in the language of the exam

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 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.**

Is there something specific about your child that you feel I should be aware of (i.e. medications, study habits, likes/dislikes, difficulties in school, learning styles, etc...) Please explain.

