



German 3/4

Course Description: Your passport to global opportunities awaits! Be marketable by completing two or more years of German to compete for jobs, colleges, and scholarships. You will expand on your knowledge of the language and culture. You will enhance your speaking, listening, reading, and writing abilities on a variety of new topics with the addition of past experiences. You will be able to continue to discover products and practices to help you understand global cultural perspectives.

Attendance: Students are required to be in school every day. Students are responsible for communicating with their teachers to make up missed learning.

Essential Skills: In all of our German courses, students will work towards developing proficiency in the following skills. In addition, German culture will be a focus that is integrated throughout the curriculum.

Course Expectations: Although not everything is graded, everything is important. In order to demonstrate growth and learning, students will need to:

1. Participate in class activities (take notes, work in a group, complete in class tasks, ask questions) without distractions (cell phones, games, etc.)
2. Use morning time and the teacher to seek help outside of class when needed.
3. Complete all assessments within teacher timelines.
4. Show respect for your teacher, your peers, and yourself. Our class will be a place of acceptance and growth for everyone.

Grading

Learning (Practice) includes instructional activities in and outside of class and are not used in grade determination.

Skill 1: Interpersonal Communication			
SKILL 1A - I can engage in spoken conversation.			
EXCEEDS PROFICIENCY (4)	MEETS PROFICIENCY (3)	APPROACHING PROFICIENCY (2)	DEVELOPING FOUNDATIONS (1)
I can maintain a spoken conversation using above-level language .	I can maintain a spoken conversation using level appropriate language .	I can maintain a spoken conversation using level and below-level appropriate language .	I can maintain a spoken conversation using below-level appropriate language .
SKILL 1B - I can engage in written conversation.			

EXCEEDS PROFICIENCY (4)	MEETS PROFICIENCY (3)	APPROACHING PROFICIENCY (2)	DEVELOPING FOUNDATIONS (1)
I can maintain a written conversation using above-level language.	I can maintain a written conversation using level appropriate language.	I can maintain a written conversation using level and below-level appropriate language.	I can maintain a written conversation using below-level appropriate language.

Skill 2: Presentational Communication

SKILL 2A - I can create an original spoken message.

EXCEEDS PROFICIENCY (4)	MEETS PROFICIENCY (3)	APPROACHING PROFICIENCY (2)	DEVELOPING FOUNDATIONS (1)
I can create a spoken message using above-level language.	I can create a spoken message using level-appropriate language.	I can create a spoken message using level and below-level appropriate language.	I can create a spoken message using below-level appropriate language.

SKILL 2B - I can create an original written message.

EXCEEDS PROFICIENCY (4)	MEETS PROFICIENCY (3)	APPROACHING PROFICIENCY (2)	DEVELOPING FOUNDATIONS (1)
I can create a written message using above-level language.	I can create a written message using level appropriate language.	I can create a written message using level and below-level appropriate language.	I can create a written message using below-level appropriate language.

Skill 3: Interpretive

SKILL 3A - I can interpret an audio/visual source.

EXCEEDS PROFICIENCY (4)	MEETS PROFICIENCY (3)	APPROACHING PROFICIENCY (2)	DEVELOPING FOUNDATIONS (1)
I can accurately demonstrate literal and interpretive comprehension of an audio/visual source with details/reasoning.	I can adequately demonstrate literal and interpretive comprehension of an audio/visual source.	I can demonstrate basic comprehension of an audio or visual source.	I can demonstrate minimal comprehension of an audio/visual source.

SKILL 3B - I can interpret a written passage

EXCEEDS PROFICIENCY (4)	MEETS PROFICIENCY (3)	APPROACHING PROFICIENCY (2)	DEVELOPING FOUNDATIONS (1)
I can accurately demonstrate literal and interpretive comprehension of a text with details/reasoning.	I can adequately demonstrate literal and interpretive comprehension of a text.	I can demonstrate basic comprehension of a text.	I can demonstrate minimal comprehension of a text.

Grading

Learning (Practice) includes instructional activities in and outside of class and are not used in grade determination. In German, this includes but is not limited to: taking notes, studying vocabulary and grammar, completing worksheets, speaking, listening, reading and writing activities, games, online resources, etc.

Skyward Assessment (Grades) Individual mastery of the three communication skills (interpersonal, presentational, interpretive) in a variety of assessment forms will determine the grade for German. Types of assessments may include discussions/conversations, flipgrid dialogues, skits, presentations, written responses to scenarios, interpretive reading and listening assessments and more.

Final Grade	
A	100% - 90%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	0% - 59%

Calculations:

Final Grade Calculation	
Cumulative Grade	95%
Final Exam(s)	5%

Central High School Courses:

- Will determine grades based on student performance and growth.
- Will not include practice and behavior in grade determination.
- Will give all students regardless of absence an opportunity to demonstrate learning.
- Will not include extra credit.

Instructional Resources:

- www.conjuguemos.com
- www.quizlet.com
- www.youtube.com (German Pod 101, Meet the Germans, etc)
- www.audiolingua.com (Selected Clips)
- Teacher's Discovery Integrated Performance Assessments (Novice Level)

- Glasgow, Mary. “Schuss” and “Das Rad” Scholastic Magazine (Level 2)
- dw.com

Course Calendar/Pacing:

Units/Topics	Students will know:	Students will be able to:
Gesundheit/Health	<ul style="list-style-type: none"> -vocabulary related to health -expressions used to describe situations relating to health and health issues -reflexive verbs and their accompanying accusative and dative pronouns -how to form the <i>konjunktiv</i> (subjunctive) 	<ul style="list-style-type: none"> -describe their everyday routines -simulate a conversation with a doctor/nurse/medical professional -use verb constructions that require higher order thinking and demonstrate a developing mastery of German. Such verb construction are reflexive and subjunctive. -talk and write about hypothetical situations using the subjunctive mood
Stadtleben/City Life	<ul style="list-style-type: none"> -how subordinating conjunctions impact German sentence structure functions of a noun in a sentence determines case -vocabulary related to cities and giving directions within them -the <i>Futur I</i> [future I] tense 	<ul style="list-style-type: none"> - explain/further elaborate on existing sentences/ideas using subordinating conjunctions write complex sentences using - compare and contrast city life in Germany and the United States -to talk about events in their future and the future in general using the <i>Futur I</i> (future I) tense -give written and oral directions to a variety of destinations within a city
Beruf und Karriere/Profession and Career	<ul style="list-style-type: none"> -vocabulary related to professions and careers -the simple past tense <i>Präterium</i> -conjugations of common regular present tense verbs 	<ul style="list-style-type: none"> -create a presentation and supplemental materials with group members in order to review major grammar themes learned in German II and III thus far -further develop their presentational skills -discern between the simple past tense and conversational past tense -complete a real application for a German job along with some supplements created by the teacher
Natur/Nature	<ul style="list-style-type: none"> -vocabulary related to Nature -a snapshot of the long interesting relationship between Germans and nature, setting student’s up for the environment unit in German IV -strategies related to further develop their overall comprehension of spoken and written German as difficulty of written and spoken texts increase 	<ul style="list-style-type: none"> -confidently use all major grammar themes covered in German (I-III) in preparation for German IV and the bi-literacy exam -create a PSA video related to nature and its protection