



## Course Description & Guidelines Intermediate German (levels 3 & 4)

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<b>Schedule:</b>	1 <sup>st</sup> Hour	Plan
	2 <sup>nd</sup> Hour	German 2
	3 <sup>rd</sup> Hour	German 1
	4 <sup>th</sup> Hour	German 3 & 4
	5 <sup>th</sup> Hour	German 1
	6 <sup>th</sup> Hour	Supervision
	7 <sup>th</sup> Hour	German 2

### International Language Department Mission Statement:

*Foreign-language learning enriches lives. The mission of the International language program is that students will communicate in a culturally appropriate manner, opening a wide range of global opportunities.*

### German 3 & 4 (Intermediate German) Course Description:

Intermediate German is an intermediate-level course. This course is aligned with the *American Council on the Teaching of Foreign Languages* (ACTFL) and the *Common European Framework of Reference* (CEFR) standards. The objective of the Intermediate German program is to build on the structural foundation of language laid in Levels 1 and 2 and to engage students in more in-depth readings and discussions of daily topics, current news events, German literature and historical events. Writing is an integral part of Intermediate German.

In Intermediate German, levels 3 and 4 are taught together in a rotating system; however, instruction is differentiated as needed by each level. There is an **A-year** and a **B-year** curriculum, so that by the end of the 2<sup>nd</sup> year of studying Intermediate German, the students will be prepared to pass the internationally recognized A2 and B1 proficiency exams offered by the Goethe Institute\*.

Level 4 students will also receive a weighted grade and are expected to do an *additional project each semester* to earn that weighted grade point. More information about this is forthcoming.

Students can earn College Now credit through Johnson County Community College for successful completion of Level 3 and 4 German. See counselor for enrollment information.

\* For more information about the A2 and B1 Exams, go to [www.goethe.de/pruefungen](http://www.goethe.de/pruefungen)

**Intermediate German Essential Outcomes:** Essential outcomes based on ACTFL and Kansas standards and benchmarks that are carried out throughout the entire year-long course in foreign language. Levels 3 & 4 students will be working toward the Intermediate-Mid / Intermediate High ACTFL proficiency and the A2 and/or B1 CEFR proficiency levels.



**Standard 1: Communication**

- Interpersonal/Conversational- The student engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions.
- Interpretive- The student understands and interprets written and spoken/signed language on a variety of topics.
- Presentational- The student conveys information, concepts, and ideas to an audience of listeners, viewers, and readers for a variety of purposes.



**Standard 2: Cultures**

- Practices and Perspectives- The student demonstrates an understanding of the relationship between the practices and perspectives of the target language cultures.



**Standard 3: Connections**

- Content- The student makes connections to other disciplines through knowledge of a world language.
- Authentic Sources- The student uses authentic sources of the target language to gain knowledge.



**Standard 4: Comparisons**

- Languages- The student understands the nature of language by making comparisons between the target language and English.
- Cultures- The student understands the concept of cultures through comparing the target cultures and American culture.



**Standard 5: Communities**

- Application- The student applies language skills and cultural knowledge both within and beyond the school setting.
- Exploration- The student becomes a life-long learner for personal enjoyment and enrichment.

## Materials:

- Folder and/or binder: Students will need to have a separate folder/binder for German handouts, notes and homework.
- Charged laptop with compatible headphones/earbuds.

## Classroom Guidelines:

### Expectations and Consequences:

#### The students will...

1. ...show **respect** for oneself and others. This includes:

- not talking while others have the floor.
- not using electronic devices (cell phones, mp3, etc.) players, without prior permission\*. When not in use, cell phones must be put on top, left corner of the desk, face down on silent (not vibrating) mode.
- not eating or drinking in class, without prior permission.
- not ridiculing fellow classmates.

\*See student handbook for consequences for violating this policy.

2 ...be **responsible** for oneself. This includes:

- coming to class with all materials such as books, paper, pencil, planners, etc.
- having all homework finished *before* class begins.

3. ...be **honest** and **trustworthy**. This includes:

- handing in your own work.
- not plagiarizing\*\* materials, which includes the use of **online translators** for written assignments.

\*\*See student handbook for consequences for plagiarism.

#### If a student chooses not to live up to these expectations, the teacher will...

1<sup>st</sup> offense: ...give a verbal warning.

2<sup>nd</sup> offense: ...talk with the student before/after school

3<sup>rd</sup> offense: ...contact parents/guardians.

4<sup>th</sup> offense: ...sign a referral to office.

5<sup>th</sup> and further offenses are handled by administration.

**Attendance Policy:** (See in the student handbook for complete ONW policy.)

**Excused absences:** Students will have **2 days** for each excused absence to receive **full** credit for assignments or tests missed while absent, unless otherwise arranged (for example during Seminar). If the make-up work is not completed in this time frame, only **partial** credit shall be awarded.

**Unexcused absences:** If an absence is recorded as unexcused, the student will have 24 hours to get it excused. If the absence is unexcused, **no more than ½ credit** for work missed shall be awarded.

**Tardy Policy:**

Unexcused tardies, arriving late to class without a pass, will be handled as follows:

- 1<sup>st</sup> & 2<sup>nd</sup> offenses: verbal warning.
- 3<sup>rd</sup> & 4<sup>th</sup> offenses: office detention after school.
- 5<sup>th</sup> offense: referral to office.
- 6<sup>th</sup> and further offenses are handled by administration.

**Grading Policy:**

**Participation/in-class work: 20%**

Whether online or in person, students will have several opportunities to actively participate in class. Some examples of participation include: listening activities, oral activities, partner work, formative assessments, in-class writing assignments, discussing assignments.

**Assignments: 20%**

Students should expect to receive homework each night which reinforces the new vocabulary and structures from that day. Since homework is part of the learning process, **not all assignments will receive a grade.** There will be presentational projects worth more points each semester. Late work will receive partial credit.

**Quizzes and Summative Assessments: 60%**

- Chapter tests/summative assessments of what the students have learned for the whole unit.
- Quizzes to assess specific grammar or vocabulary items.
- Communicative assessments using Olathe district rubrics for interpersonal, presentational and interpretive modes of communication

**Retake policy:**

*Students will have the chance to make corrections on all assessments. Many times, I will request that a student come visit me during seminar to help re-teach and go over questions and tests. For every full point missed, students can earn 1/2 point back to their original score.*

**Semester exam** will be worth **10%** of the semester grade.

**Grading scale:**

I adhere to the traditional break-down:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% & below	F



Intermediate German (3 & 4) –B-year curriculum  
Textbook: College Now- Deutsch, Na Klar! 6<sup>th</sup> Ed  
**Tentative Course Schedule\***

**1st Quarter:**

Wiederholung

Lesestück: „*Vergnügungen*“ von Brecht

Kapitel 7: “Freizeit und Sport”

Thema 1: Sportarten (was für?/wo?/wie?)

Thema 2: Hobbys und andere Vergnügungen

Thema 3: das Wetter

Lied: Bandtagebuch Einshoch6 „Sommer in der Stadt“

Grammatik: Conversational past (das Perfekt)

Über die Ferien schreiben/sprechen

**Deutsch 4 Option:** DW, Deutsch Interaktiv A2.1: Lektion 15, Teile 1,2

Kapitel 6: “Wir gehen aus.”

Einstieg ins Thema: Bandtagebuch Folge 3 „Bayern für Anfänger“

Thema 1: Lokale...

Thema 2: Speisekarte / Gruppenprojekt

zum Lesen: aus Treffpunkt D-A-CH: Ein Geburtstagsessen

Thema 3: Im Restaurant

Grammatik: 2-way preps & corresponding verbs (review)

Time expressions w/ preps

Simple past *sein, haben, modals* (review)

(Opt. zum Lesen: Lies mit mir 2! “Friedrich der Grosse und der Kaffee” / Lies mit mir 1:

“Sommerzeit ist Grillzeit”

**Deutsch 4 Option:** DW, Deutsch Interaktiv A2.2: Lektion 17, Teile 1,2,4

**2nd Quarter:**

Grammatik: der Genitiv & adj. ending (review for level 4)

Enrichment Unit: Goethe’s Poetry & Franz Schubert

Goethe’s Bio

“*Wanderers Nachtlied*”

“*Heidenröslein*”

“*Erkönig*”

“*Der König von Thule*”

“*Gefunden*”

Projekt: Illustrate and present favorite poem

## Kapitel 8: "Fit und Gesund"

Alles Klar? : Kurorte

Thema 1: Fit und Gesund

Thema 2: der Körper (review) & Telefongespräch (describing illness)

Lied: Bettina Wegner „Kleine Hände“

Thema 3: Morgenroutine (review) –integrate w/ reflexives (grammar)

Grammatik: Subordinating Conjunctions (& review of coordinating)

Indirect Questions

Reflexive verbs dat/acc

Videoclips from text

**Opt German 4:** Kurorte forschen und/oder Videos anschauen (Youtube)

Zum Lesen: „Conni im Krankenhaus“ Pixi

## 3rd Quarter:

Grammar unit: das Imperfekt/Simple past (Neue Horizonte p. 276)

- Lesestück for level 4: „*Ein Tisch ist ein Tisch*“, von Bichsel

Enrichment Unit: Grimms Märchen (fairy tales)

Gebrüder Grimm Bio

Eigenschaften (Characteristics of) eines Märchens

„*Rotkäppchen*“

„*Der Hase und der Igel*“

„*Die Bremer Stadtmusikanten*“

„*Hänsel und Gretel*“

„*Die Sieben Raben*“

Projekt: in groups 3-4, write script & act out Märchen in play-form.

## 4th Quarter:

Kapitel 11: "Der Start in die Zukunft"

Thema 1: Interessen, Wünsche, Erwartungen

Thema 2: Berufe

Thema 3: Stellenangebote/ Lebensläufe/ Bewerbungen

Grammatik: Relative Pronouns/Clauses

Enrichment: **Deutsch 4** Biographie / Waxmuseum (Waxmuseum project)

**Note: There will be several enrichment opportunities with interactive websites & readers throughout the year that are not listed on this syllabus.**

**Viel Glück und viel Spaß!!**



**Toll!**



### **ONW Essential Outcomes (Level 3 Year-Long Courses)**

**Level 3** –Essential outcomes based on ACTFL and Kansas standards and benchmarks that are carried out throughout the entire year-long course in foreign language.

#### **Standard 1: Communication**

- Interpersonal/Conversational- The student engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions.
- Interpretive- The student understands and interprets written and spoken/signed language on a variety of topics.
- Presentational- The student conveys information, concepts, and ideas to an audience of listeners, viewers, and readers for a variety of purposes.

+Benchmark 1: The student engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions.

+Benchmark 2: Initiates and maintains simple interactions in everyday social situations.

+Benchmark 3: Understands and interprets simple, authentic, written and spoken sources on familiar topics with support.

+Benchmark 4: Orally presents topics of personal interest using present and past tenses with some support.

+Benchmark 5: Presents topics of personal interest using present and past tenses with some support in written formats.

## **Standard 2: Cultures**

- Practices and Perspectives-The student demonstrates an understanding of the relationship between the practices and perspectives of the target language cultures.

- Products and Perspectives. The student demonstrates an understanding of the relationship between the products and perspectives of target language cultures.

+Benchmark 1: The student uses generally accepted social behaviors of home and school life.

+Benchmark 2: Recognize peoples, practices and symbols and how they impact cultures of the target language  
country/countries.

+ Benchmark 3: The student identifies and describes in detail the most common objects, symbols, and contributions of the target  
language culture.

## **Standard 3: Connections**

- Content-The student makes connections to other disciplines through knowledge of a world language.

- Authentic Sources-The student uses authentic sources of the target language to gain knowledge.

+Benchmark 1: The student reinforces and furthers reading skills through world language.

+Benchmark 2: The student reinforces and furthers writing through world language.

+Benchmark 3: The student reinforces and furthers cross curricular skills through world language.

+Benchmark 4: The student uses authentic material in the foreign language and within the culture to acquire information and  
perspectives.

## **Standard 4: Comparisons**



- Languages-The student understands the nature of language by making comparisons between the target language and English.
- Cultures. The student understands the concept of cultures through comparing the target cultures and American culture.

+Benchmark 1: The student applies general patterns between the two languages.

+Benchmark 2: Explores similarities and differences between the cultures of the target language country/countries and the United States/the country of his or her first language.

### **Standard 5: Communities**

- Application- The student applies language skills and cultural knowledge both within and beyond the school setting.
- Exploration. The student becomes a life-long learner for personal enjoyment and enrichment.

+Benchmark 1: The student shares skills or knowledge with school community, family, and native users of the language.

+Benchmark 2: The student locates sources in target language and culture related to personal interests.

## **ONW Essential Outcomes (Level 4 Year-Long Courses)**

**Level 4** –Essential outcomes based on ACTFL and Kansas standards and benchmarks that are carried out throughout the entire year-long course in foreign language.

### **Standard 1: Communication**

- Interpersonal/Conversational- The student engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions.
- Interpretive- The student understands and interprets written and spoken/signed language on a variety of topics.
- Presentational- The student conveys information, concepts, and ideas to an audience of listeners, viewers, and readers for a variety of purposes.

+Benchmark 1: The student initiates and maintains simple interactions in everyday social situations; responds w/ sufficient detail to gain information and express opinions.

+Benchmark 2: Gather main idea and details; interpret author's intent and infer meaning in modified and authentic written and oral passages.

+Benchmark 3: The student conveys information, concepts, and ideas to an audience of listeners, viewers, and readers for a variety of purposes.

+Benchmark 4: Comprehend and respond to a variety of situations at a high level of competency.

### **Standard 2: Cultures**

- Practices and Perspectives- The student demonstrates an understanding of the relationship between the practices and perspectives of the target language cultures.

- Products and Perspectives- The student demonstrates an understanding of the relationship between the products and perspectives of target language cultures.

+Benchmark 1: Student understands practices and perspectives of informal and formal settings.

+Benchmark 2: Student understands the relationship between products and perspectives in limited areas of home and school life.

+Benchmark 3: Recognize persons, products and symbols, and how they impact the culture of the target language.

### **Standard 3: Connections**

- Content-The student makes connections to other disciplines through knowledge of a world language.

- Authentic Sources-The student uses authentic sources of the target language to gain knowledge.

+Benchmark 1: The student reinforces and furthers reading skills through world language.

+Benchmark 2: The student reinforces and furthers writing through world language.

+Benchmark 3: The student reinforces and furthers cross curricular skills through world language.

+Benchmark 4: The student uses authentic material in the foreign language and within the culture to acquire information and perspectives.

### **Standard 4: Comparisons**

- Languages-The student understands the nature of language by making comparisons between the target language and English.

- Cultures. The student understands the concept of cultures through comparing the target cultures and American culture.

- +Benchmark 1: The student anticipates similarities and differences.
- +Benchmark 2: The student appreciates similarities and differences.

**Standard 5: Communities**

- Application- The student applies language skills and cultural knowledge both within and beyond the school setting.
- Exploration. The student becomes a life-long learner for personal enjoyment and enrichment.

+Benchmark 1: The student shares skills or knowledge with school community, family, and native users of the language.

+Benchmark 2: The student explores hobbies and activities related to the target culture.