

Illinois Mathematics and Science Academy®

Igniting and nurturing creative, ethical, scientific minds that advance the human condition

Comprehensive Course Syllabus

Course Title

GERMAN IV (WLG 340)

2018-19

Course Description:

German IV will incorporate different elements of reading, writing, listening and speaking. The students will continue to build communication skills developed in previous German courses. Students will participate actively in extended oral and written discourse, using compound and complex sentences, and provide information in a coherent and fluent manner. This course will allow students to develop their proficiency and further their understanding of German culture. This will be supplemented with historical information, geographical map training, as well as literary texts. A strong emphasis on proper communication will be enforced.

Course objectives:

- To increase your fluency and accuracy in speaking and writing German through discussion of texts, oral presentations, essays, and review of the grammar of modern spoken and written German.
- To develop your ability to read critically and to speak and write knowledgeably in German about everyday topics and current events in the German speaking world and the United States.
- To acquaint you with facets of contemporary life in German-speaking countries and thereby facilitate cross-cultural comparison and understanding

INSTRUCTOR:

Name: Agnieszka Michalak

Office Number : A127

Meeting Days, Time and Room(s)

Every I-Day for an hour A123.

Additional meetings when required.

- Office / Hours: A127; prearranged and Wednesdays 1pm – 3pm
- Telephone number: 630-907-5881
- Email address: amichal@imsa.edu

Text(s) / Materials:

Prüfungstraining. AP German Language and Culture. Cornelsen Verlag.

Jamie Rankin/Larry D. Wells, *Handbuch zur deutschen Grammatik: Wiederholen und Anwenden.* Fourth Edition. Houghton Mifflin Company. Boston New York 2004.

Teacher Generated Worksheets
Assorted Movies, Music, and Literature

Essential Content:

The IMSA World Language Learning Standards, in which the five unifying concepts (communication, cultures, communities, comparisons, and connections) are embedded, are the guiding principles of the program.

In this course students will:

- a. communicate in multiple modes (interpersonal, interpretive, and presentational).
- b. understand the relationships among the practices, products, and perspectives of the cultures studied.
- c. reinforce and further knowledge of other disciplines through the foreign language.
- d. acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- e. understand the nature of language through comparisons of their own language and the language studied.
- f. understand the concept of culture through comparisons of their own culture and the cultures studied.
- g. use knowledge of language and culture both within and beyond the school setting for personal enjoyment and enrichment.

In addition, this course will guide students in the development of their metacognitive skills, their ability to collaborate, and their ability to accurately assess learning--skills which are applicable to all of their learning experiences.

Instructional Design and Approach:

World Languages program at IMSA establishes an immersion environment where the goal is correct, uninhibited, creative expression and communication in the target language. "Communication" includes speaking, reading, listening, and writing in three modes:

- Interpretive Communication - listening and reading
- Interpersonal Communication (writing and speaking - two-way communication)
- Presentational Communication (written and oral one-way communication)

The instructional design of the course will provide the opportunity for students to develop core competency learner characteristics. Students will be empowered and be able to discover what they personally need in order to acquire and use a foreign language. The responsibility is placed on the individual student to collaborate, utilize problem-solving skills, and critical and creative thinking. Students must actively construct meaning, seek connections and interactions that deepen understanding, and appreciate the value of knowledge from multiple sources and perspectives. Students will develop the cultural sensitivity that is necessary to guard against miscommunication or misunderstanding.

Student Expectations:

Students are expected to come to all meetings on time and with the work assigned at the previous meeting completed. Students are expected to treat each other and the instructor with respect. Students will be positive contributors to our learning environment and will speak German to the best of their ability at all times. The more closely guided and directed instructional elements encountered in the earlier levels of instruction will give way to less structured content-based instructional units. Students will be expected to conduct research, complete readings and viewings between weekly meetings.

Assessment Practices, Procedures, and Processes:

A variety of assessment tools will be used, including:

- individual and paired work
- informal conversations
- discussions and presentations
- audio recordings and small video projects
- writing samples and compositions
- reading and listening comprehension

Major assessments will be structured around three modes of communication. The final course grade will be based on total points in following categories:

- Interpretive assessments (listening and reading comprehension)
- Interpersonal communication (spoken and written two-way communication)
- Presentational tasks (spoken and written one-way communication)
- In-class oral and written language production
- Miscellaneous homework assignments

Students will take 2019 National German Exam level in January 2019.

Sequence of Topics and Activities

(BASIC OUTLINE)

Transitgeschichten (globalization, personal and public identity, family and community)

Moderene Architektur (beauty and aesthetic with the emphasis on Bauhaus in Chicago)

Kinder- und Jugendliteratur ("Das Orangenmädchen," "Im Land der Schokolade und Bananen," "Das Paradies liegt in Amerika", Auswahl von Werken von Erich Kästner)

Hallo, Geschichte (choice of movies: *Good Bye, Lenin!*/*Das Leben des Anderen*/*Berlin ist in Germany*/*Sophie Scholl*/*Quellen des Lebens*; Kurzgeschichten von Klaus Kordon)

Europäische und deutsche Identität (global challenges/public identities/contemporary life); Erzählungen und Kurzgeschichten von Wladimir Kaminer

Kunst, Musik, Literatur und Technologie im heutigen Deutschland (global challenges/ contemporary life)

Energiewende, Umweltschutz und Umweltbewußtsein, Verkehr und E-Mobilität, Bio-Lebensmittel –MINT/STEM im Deutschunterricht –(integrating German and environmental sciences)

Cultural and language differences in different regions of Germany and other German-speaking nations

We will follow the planning guide standard set forth by the College Board website.
Following are the links:

<http://apcentral.collegeboard.com/apc/public/repository/german-lang-cppg01-dec2011.pdf>

<http://apcentral.collegeboard.com/apc/public/repository/german-lang-cppg02-dec2011.pdf>

http://apcentral.collegeboard.com/apc/public/repository/AP_GermanLang_CPPG3_Jan_2012.pdf

http://apcentral.collegeboard.com/apc/public/repository/AP_German_Course_Planning_Pacing_Guide_4_2012.pdf

SSLs and Outcomes:

I.A. Students are expected to demonstrate automaticity in skills, concepts, and processes that enable complex thought by

- controlling the linguistic system (syntax, morphology, phonology, semantics, lexis)
- expressing feelings and emotions
- engaging in oral and written discourse
- exchanging opinions
- compensating for linguistic inadequacies and cultural differences when they occur, and applying knowledge of cultural perspectives governing interactions between individuals of different age, status, and background
- directly accessing knowledge and information generated by other countries and cultures
- using strategies that enhance the effectiveness of communication
- applying content knowledge to create with the target language.
- providing and obtaining information
- decoding written and spoken language on a variety of topics
- presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics
- transferring content knowledge in alternative scenarios and new problems

II. A. Students are expected to identify unexamined cultural, historical, and personal assumptions and misconceptions that impede and skew inquiry by

- recognizing that language learning is not simply a word-for-word translation process, but rather the acquisition of an entirely new set of concepts
- processing information on the nature of language and/or culture
- identifying patterns among language systems
- demonstrating mutual cultural understanding and respect

IV.B. Students are expected to write and speak with power, economy, and elegance by

- providing and obtaining information
- presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics
- controlling the linguistic system (syntax, morphology, phonology, semantics, lexis)
- using strategies that enhance the effectiveness of communication

- engaging in oral and written discourse on given topics
- recognizing the linguistic and cultural differences that contribute to the distinctive viewpoints that are only available through the foreign language and its cultures
- compensating for linguistic inadequacies and cultural differences when they occur, and applying knowledge of cultural perspectives governing interactions between individuals of different age, status, and background
- expressing feelings and emotions
- exchanging opinions
- decoding written and spoken languages on a variety of topics

IV.D. Students are expected to develop an aesthetic awareness and capability by

- recognizing that language learning is not a word-for-word translation process, but is the acquisition of an entirely new set of concepts.
- recognizing that people of other cultures view the world from a perspective different from their own
- experiencing more fully the artistic and cultural creations of other cultures
- identifying patterns of behavior among people of other cultures
- applying knowledge of the perspectives, artifacts, and practices of a culture

V.A. Students are expected to identify, understand, and accept the rights and responsibilities of belonging to a diverse community by

- recognizing the existence of other peoples' world views, their unique way of life, and the patterns of behavior which order their world
- assessing the linguistic and cultural differences that contribute to the distinctive viewpoints that are only available through the foreign language and its cultures
- applying knowledge of the perspectives, artifacts, and practices of a culture
- engaging in oral and written discourse
- providing and obtaining information
- expressing feelings and emotions
- exchanging opinions
- compensating for linguistic inadequacies and cultural differences when they occur, and applying knowledge of cultural perspectives governing interactions between individuals of different age, status, and background
- explaining the process of stereotyping and the role stereotypes play in forming and sustaining prejudice
- demonstrating mutual cultural understanding and respect
- engaging in meaningful direct interactions with members of other cultures
- sharing their knowledge of language and culture

