

## Comprehensive Course Syllabus

**Course Title**  
GERMAN II (WLG 320)  
2019-20

### Course Description:

In German II students build upon the skills developed in German I (with appropriate review of previously learned material). They develop greater proficiency in listening, speaking, reading and writing. The topical context is expanded from the students' immediate world to the world of the target culture. Topics may include cuisine, shopping, living in community, travel and geography, wellness, leisure time activities, childhood and fairy tales.

### INSTRUCTOR

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### Meeting Days, Time and Room(s)

GERMAN II                  WLG320-101                  ABCD                  mod 6                  A123

### Texts / Materials:

- *Geni@l. A German Course for Young People*. Textbook A2. Langenscheidt KG, Berlin and Munich, 2003. The textbook will be used very selectively.
- *German Grammar Chart*. Quick Study Academic. ISBN: 157222507-6
- Any pocket size German-English/English German dictionary (strongly recommended: Langenscheidt's Pocket Dictionary ISBN: 1-58573-050-5 or Collins German Concise Dictionary ISBN: 978-0-06-114183-6).
- Recommended online dictionaries: BEOLINGUS, LEO, DICT.CC
- Various supplementary grammar packets, exercises, teacher generated handouts, authentic reading and listening materials selected by the instructor.
- 1" three-ring binder with loose-leaf paper to be used only for German II class.
- Pencils, pens and colored pens for correcting.
- Laptop computer for projects. Headphones recommended.
- Additional reference and instructor-created materials will be made available as needed in Google Classroom (enrollment information TBA).

### Essential Content:

At the Illinois Mathematics and Science Academy®, one of our main objectives in teaching foreign languages is for students to engage, on a deep, intellectual, and personal level, in new ways of seeing, thinking, interacting, and communicating. In order for this objective

to be realized, students must encounter a communicative system and cultural perspectives different from their own. It is essential for our students' growth that they engage in immersion-based learning experiences where they are supported in going beyond normal comfort levels, and where they learn to function within a system that is unfamiliar to them, thereby developing real-world proficiency in another language and in other cultures.

As a result of language learning, our students think and act globally, are cosmopolitan in their outlook, and international in their understanding. They will be ethical leaders who advance the human condition. When students speak another language, they think and act differently. Their perspective is widened and horizons are expanded. Students have a greater capacity to empathize, to make friends, to imagine "what it would be like" to be in another person's shoes. Imagination is stretched. Students no longer see "aliens" or "others", but rather they see real people with differences and similarities. If students stop studying a language, they may forget the words and grammar details. However, learning another language and its culture(s), learning how to effectively communicate with other human beings, and learning how meaning is constructed through words other than one's native tongue, will remain for a lifetime.

The IMSA World Language Learning Standards, in which the five unifying concepts (communication, cultures, communities, comparisons, and connection) are embedded, are the guiding principles of the program. Our standards are adapted from ACTFL World-Readiness Standards for Learning Languages.

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

**Students studying World Language at IMSA 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, the WL team guides students in the development of their meta-cognitive skills, their ability to collaborate, and their ability to accurately assess learning--skills which are applicable to all of their learning experiences.

The goal for level 2 students is to achieve an intermediate-mid proficiency in the language. The proficiency benchmarks are described in ACTFL can do statements:

<https://courses.imsa.edu/pluginfile.php/50522/course/section/11432/Novice%20Can-Do Statements.pdf>

### **Standards of Significant Learning 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)
- ❖ engaging in oral and written discourse
- ❖ 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

**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

**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

VA. 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
- ❖ 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

### **Instructional Design and Approach**

World Languages teachers establish an immersion classroom where the goal is correct, uninhibited, creative expression and communication in the target language. "Communication" includes speaking, reading, listening, and writing. We denote, and help students to develop skills in, three modes of communication: presentational, interpersonal, and interpretive. Our instructional design provides the opportunity for students to develop core competency learner characteristics. We empower and enable students to discover what they personally need in order to acquire and use a foreign language; we place responsibility on the individual student to collaborate, utilize problem-solving skills, and critical and creative thinking. We ask students to persist through frustration, and to maintain a tolerance for ambiguity; we demand that they look at problematic situations from various viewpoints and perspectives, and we design instruction so that they must develop and go beyond automaticity, actively construct meaning, seek connections and interactions that deepen understanding, and appreciate the value of knowledge from multiple sources and perspectives. We help students develop the cultural sensitivity that is necessary to guard against miscommunication or misunderstanding. We assume that students will display the motivation, maturity, and personal responsibility necessary to participate in this sort of language acquisition environment. The *Webster's Ninth New Collegiate Dictionary* defines "immerse" as "to plunge into something that surrounds or covers" and "immersion" as "an

act of immersing: a state of being immersed.” Immersion means that you will be surrounded and covered by German at a level that is appropriate for you!

### **Student Expectations:**

You are expected to be a positive contributor to the community of learners that is the German II class. As a student of German at IMSA, you develop communicative competency within the immersion environment of our classroom. You are expected to speak German to the best of your ability and do not speak English unless instructed to do so. You are expected to be in class daily, to be punctual, and to be prepared, i.e. assignments completed, and in possession of materials that the teacher has prepared or distributed which are necessary for participation in class. You should understand that assignments are not only written documents which are periodically collected for review by the teacher, but also include thinking about language, practicing, learning, studying, and memorizing.

### **Academic Honesty:**

IMSA students are expected to conduct themselves in accordance with five fundamental values: honesty, trust, fairness, respect, and responsibility. Students are to act so that they are worthy of the trust bestowed on them by teachers and peers, conduct themselves honestly, and carry out their responsibilities with honor and fairness. At the minimum, students involved in breaches of academic integrity will receive a failing grade for the assignment with the possibility of a lower or failing course grade.

Cheating, plagiarism, and inappropriate collaboration are examples of a breach of academic integrity. Cheating includes: copying another person’s work and representing it as your own; acting contrary to the teachers instructions regarding collaboration; seeking unfair advantage, use notes on the test (unless permitted), getting exam questions from an earlier test taker, and aiding and abetting another in cheating.

Specific examples of cheating in the foreign language classroom include: using an English version of a foreign language text and using an online translator for more than individual words. When in doubt, ask the teacher for clarification.

### **Immersion environment:**

The German program at IMSA is based on immersion in the language. It means that you will be surrounded and covered by German at a level that is appropriate for you.

In our immersion-based classroom, our primary emphasis is on comprehension and communication in German. Communication should be understood to include spoken German, but also reading, aural comprehension and written communication. These forms of communication will often be referred to as interpersonal communication, presentational communication, and interpretive communication.

Our primary language for oral and written communication will be German. The basic expectation is that English is never used when the class is in the language production/acquisition mode. The only instances that you will ever hear or use English during class are:

- When we check understanding of reading or listening texts (interpretive mode of communication).
- When we review learning strategies.
- When we discuss assessment expectations.

Unnecessary use of English will have a detrimental effect on your language acquisition and your grade. In other words, your written work may be excellent, but if you regularly break into English during small group activities, don't expect to receive an A. In addition, you are expected to speak German informally with your instructor, classmates and upper level students.

The amount of time outside of class that a student requires to become proficient in German varies from individual to individual. A reasonable expectation is that German II students spend 20 to 30 minutes outside of class per day doing homework, reviewing and practicing the language. Shorter daily study sessions are much more conducive to language acquisition than one or two longer periods during the week. Class time and study time outside of class should be constructed essentially as time devoted to practice in which the various skills can be refined in order to ensure success at the time of assessment.

Active class participation is essential to your success and to the success of the course.

#### **Attendance Expectations:**

Students are expected to be in all classes on time and for the entire time, unless properly excused by the Academy via the Attendance, Nurse's, Counselors' or Principal's Office. All students should arrive in their assigned classroom location prior to start of class. Unexcused tardiness is disruptive to the instructional process and forces the teacher into unnecessary repetition. If a student is more than 10 minutes late for class, the unexcused tardy may change to an unexcused absence. I will not inform you if you have too many tardies or absences; it is the responsibility of students and parents to check the attendance record in Power School. If you are absent, it is your responsibility to turn homework in as soon as possible, to inform yourself of what we did in class, and to obtain the new homework. I cannot replicate what we did in class so you must make every effort to be ready to work and participate in class on the day of your return. Long-term absences due to illness will be dealt with on a case-by-case basis.

#### **Assessment Practices, Procedures, and Processes:**

Assessment involves both the teacher and the student. The teacher provides regular feedback on student performance. The student follows through on the teacher's feedback, and engages in self-assessment. Emphasis is on continued efforts to improve language proficiency. Students are assessed **daily** through their participation and engagement in the production of written and spoken language, and on reading and listening comprehension. Essential elements of effective communication are comprehensibility and comprehension, language control, creative use of vocabulary in context, communication strategies and cultural awareness. To measure your developing proficiency in German our assessments will reflect one of the three modes of communication: interpretive, interpersonal and

presentational. You will receive feedback after performing each task to help you prepare for completion of the subsequent task as all tasks within a thematic unit are interrelated and built upon one another. In the same way that no skill exists in isolation as the language is being acquired, we will try to assess your integrated, natural progression. A variety of assessment tools will be used, including:

- individual, paired and small group work
- informal conversations in small and large groups
- in-class discussions and presentations
- video and audio recordings of conversations and discussions
- writing samples and compositions
- reading and listening comprehension
- grammar quizzes
- group projects
- daily in-class oral and written language production

Our major assessments will be structured around three modes of communication. Your final course grade will be based on total points in the following categories:

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

Interpretive communication will be assessed on a daily basis by means of student comprehension in teacher/student and student/student conversation, listening to audio/video discs and tapes, carrying out tasks based on oral discourse, and various aural activities.

Interpersonal and oral presentational communication will be assessed by means of informal checks of in-class conversations, and by more formal video taped or recorded conversations and presentations.

Written presentational communication will be assessed by means of regular writing assignments and occasional projects. Students should focus on accuracy in syntax, spelling, incorporating new and old grammatical structures, and use of new and old vocabulary in an appropriate context.

You will be regularly asked to self-assess your learning, to engage in peers' critic and reflect on your learning experience. Throughout the year you will create an electronic portfolio of video and audio assessments and a portfolio of written work which will allow you to reflect on your progress.

In order for you to clearly understand what constitutes the targeted outcome of your learning experience, what meets, does not meet or exceeds expectations for your level, you will receive rubrics for interpretive, interpersonal and presentational modes, which are meant as a constant reminder of what the components of effective communication are for the communicative task in which you participate and which Standards of Significant Learning are targeted in this learning experience.

You need to refer to those rubrics to see what performance constitutes a particular grade (exceeds expectations = A, meets expectations=B, B+ (strong) or B- (weak), does not meet expectations =C).

All assignments will be awarded a 10, 20, or 30 point value, depending on the length of the assignment, and the time and effort required to produce the work. The point distribution relates to letter grades in the following manner:

(A+)	<b>30</b>	<b>20</b>	<b>10</b>
(A)	28.5	19	9.5
(A-)	27	18	9
(B+)	26.4	17.6	8.8
(B)	25.5	17	8.5
(B-)	24	16	8
(C+)	23.4	15.6	7.8
(C)	22.5	15	7.5
(C-)	21	14	7
(D)	0-20	0-13	0-6

Your final grade will be based on total points.

#### **Learner's responsibility:**

Every two weeks, unless there is a major assessment scheduled, you will receive a grade for your in-class language production which will reflect your role as a learner in German class: speaking German only, listening to the instructor and your classmates, engaging in all activities, positive and open attitude, preparedness for class, timely completion of homework, your preparation outside of class (this allows you to participate fully and actively during each class session), effort, and attendance. To give you time to adjust to the immersion environment, you will receive just one language participation grade in the first quarter.

#### **Homework:**

You will have homework every day. It may be written, oral, or simply review. Some assignments will be collected and graded; others, I will simply check to see you have completed it. **Timely completion of homework is essential for successful participation in class.** All assignments must be handed in on time. All assignments, hand-written or typed, and quizzes must be double-spaced. Please make every effort to write neatly and legibly. If I cannot read your writing, I cannot assess your work.

You will also do short written assignments of a paragraph or two, targeting a grammar structure or specific vocabulary. Graded homework assignments will be worth 10 points. When I collect the homework, the breakdown of points will be as follows:

- 10-9 neat, complete, almost perfect
- 8-8.5 neat, almost complete, minimal errors



- 7-7.5 incomplete, with significant grammar errors related to the lesson
- 6-5 incomplete, not very legible, evidence of lack of effort or major miscomprehension of lesson
- 0 Student did not submit or complete assignment.

QUIZZES (*Teste dich!*) will be graded. If you are absent on the day a quiz is given, you need to make it up. It is your responsibility to arrange the appropriate time with me. . I will not approach you on this matter.

THERE ARE NO UNIT TESTS!

In January you will take a **2020 AATG National German Exam**. It is an online, proficiency- based exam. It consists of two parts: Viewing and Listening and Reading. If you achieve a result at or above 90<sup>th</sup> percentile in Northern Illinois Chapter, you will receive a gold medal and other prizes and you will be invited to AATG Awards Ceremony! (Silver and bronze for the performance at or above 80<sup>th</sup> or 70<sup>th</sup> percentile, respectively).

### **Sequence of Major Topics and Activities**

The outline below indicates major topics and assessments. Further explanation, including targeted SSLs, grammar, vocabulary, and culture, will be provided at the start of each unit. Number of weeks indicated for each unit is an estimate and might be modified or changed.

### **Essential Question:**

These are questions that are not answerable with finality in a brief sentence - and that's the point. Their aim is to stimulate thought, to provoke inquiry, and to spark more questions - including thoughtful student questions - not just pat answers. They are broad, full of transfer possibilities. The exploration of such questions enables us to *uncover* the real riches of a topic. Deep and transferable understandings depend upon framing work around such questions. Grant Wiggins and Jay McTighe, *Understanding by Design*, Expanded 2nd Edition, p. 106

In German II, you will sometimes address essential questions in a homework assignment, most often through a journal reflection; other times, you will address them by way of class activities and final unit assessments.

Further explanation, including targeted SSLs, grammar, vocabulary, and culture, will be provided at the start of each unit. Number of weeks indicated for each unit is an estimate.

- I. **Die Welt um mich – meine Freunde, meine Familie, meine Interessen.**
  - A. Der Sommer und das neue Schuljahr – introduction of past tense and review of modal verbs.

- B. *Das bin ich!* Interpersonal communication about variety of topics to review vocabulary and structure acquired in German I.
- C. Baseline video assessment.

**Essential questions guiding this unit:**

What is the best way to spend leisure time?  
How does travel shape our interests?  
What does it mean to be a friend?  
How do my friends impact/influence who I am?

- II. ***Du bist was du isst. German cuisine and eating habits.*** (3-4 weeks)
  - A. Interpretive communication: German eating habits (reading texts, videos, songs)
  - B. Interpersonal communication: Im Restaurant (develop a menu for your own restaurant and receive your first customers)
  - C. Presentational communication: Wir kochen auf Deutsch!

**Essential questions guiding this unit:**

How are food, dining and shopping same and different in the US and the target culture?  
How are products, practices and perspectives relating to food cultural?  
Are we what we eat? What influences what we eat?

- III. ***Meine Heimatstadt und meine Traumstadt.*** (2 weeks)
  - A. Interpretive communication: pictures, maps, reading and listening texts
  - B. Presentational communication: create a model of a house in your neighborhood and prepare a description for a potential buyer
  - C. Interpersonal communication: Haus zu verkaufen! As a real estate agent, try to sell your house to a pair of buyers.

**Essential questions guiding this unit:**

How does my hometown/my community shape who I am, how do I spend my time, what I like and don't like to do?  
Where do I come from? What does a term *hometown* mean to me?  
Where is my *zuhause*? Is it a place or a feeling?

- III. ***Die deutsche Stadt. Community living in Germany and Illinois.*** (2-3 weeks).
  - A. Interpretive communication: videos, readings and songs about German cities
  - B. Interpersonal communication: asking for directions using authentic city plans.
  - C. Presentational communication: Create a tourist brochure advertising Berlin, München (Munich) or Köln (Cologne) to an American exchange student (final quarter 1 project).

**Essential questions guiding this unit:**

How living accommodations and urban design shape the life style?  
How are cities and living accommodations different in the target culture?  
How are communities shaped by culture?

- V. **German holiday traditions.** (2 weeks)
- A. Interpretive communication: videos, songs and reading about holiday traditions (Martinstag, Nikolaustag, Weihnachten)
  - B. Interpersonal communication: discussions about holiday traditions in your family and a German speaking country (with a partner)
  - C. Presentational communication: Wie feiert man In Deutschland? A skit illustrating a special German tradition.

**Essential questions guiding this unit:**

What role do traditions play in a culture?

Do traditions evolve?

How are traditions/holidays different in the target culture?

- VI. **New Year resolutions.** (1 week)
- A. Presentational communication – write a letter to \_\_\_\_ about your New Year resolutions.

At the end of January students will take 2018 AATG National German Exam.

- VII. **Lola rennt. Introduction of simple past.** (2 -3 weeks)
- A. Interpretive communication: watching the movie accompanied by readings.
  - B. Interpersonal communication: projecting a possible ending.
  - C. Presentational communication: create a story board for the 3<sup>rd</sup> version.

**Essential questions guiding this unit:**

Who are we? Where are we going?

What is the role of fate and coincidence in life?

What has influence on our decisions?

- IX. **Als ich ein Kind war ...** (2-3 weeks)
- A. Interpretive communication: Zuckowski's song/pictures/readings
  - B. Interpersonal communication : discussions with a partner about your childhood
  - C. Presentational communication: Photo Story in simple past(final 3<sup>rd</sup> quarter project).

**Essential questions guiding this unit:**

How did my experiences when I was growing up affect who I am today?

What was my perspective when I was growing up?

What kind of memories do I have from my childhood?

- X. **Märchenwelt (fairy tales).** (4-6 weeks)
- A. Interpretive communication: various readings; DEFA movie: "Schneewittchen"
  - B. Interpersonal communication: Exchange information about your favorite fairy tales. Play out scenes from fairy tales. Create spontaneous dialogs between fairy tale characters.

- C. Presentational communication: *Es war einmal...* Write and illustrate your own fairy tale in a blank book provided (Kinderbuchprojekt)

**Essential questions guiding this unit:**

What is a fairy tale?

How do fairy tales reflect culture?

Can we rewrite our shared stories?

What role plays a moral in the fairy tale? How do fairy tales reflect beliefs of the society?

a. **Travel and geography** (4-5 weeks)

A. Interpretive communication: maps, readings, *Landeskunde* videos

B. Presentational communication: research and present to class a particular German region or state

C. Interpersonal communication: with a partner plan a summer trip to Germany (plan an itinerary to accommodate your interests)

**Essential questions guiding this unit:**

How do geographical features affect our culture and life style?

How is the geography of the target culture different from the US?

How do travel experiences shape us?

How are products and practices related to travel cultural?



**WAS, WAS, WAS IST DAS?**

**DAS IST DEUTSCH UND**

**DEUTSCH MACHT SPAß!**