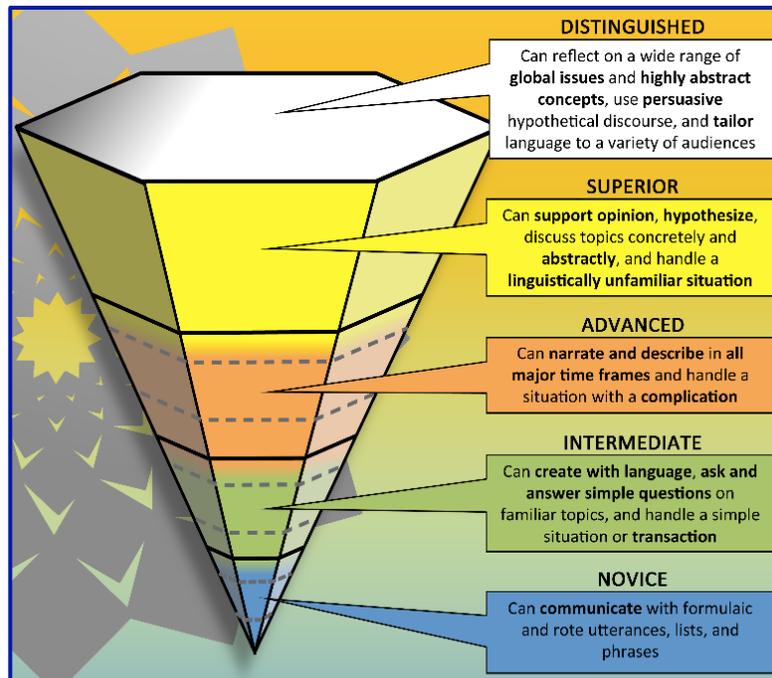


Timpview High School German Classes

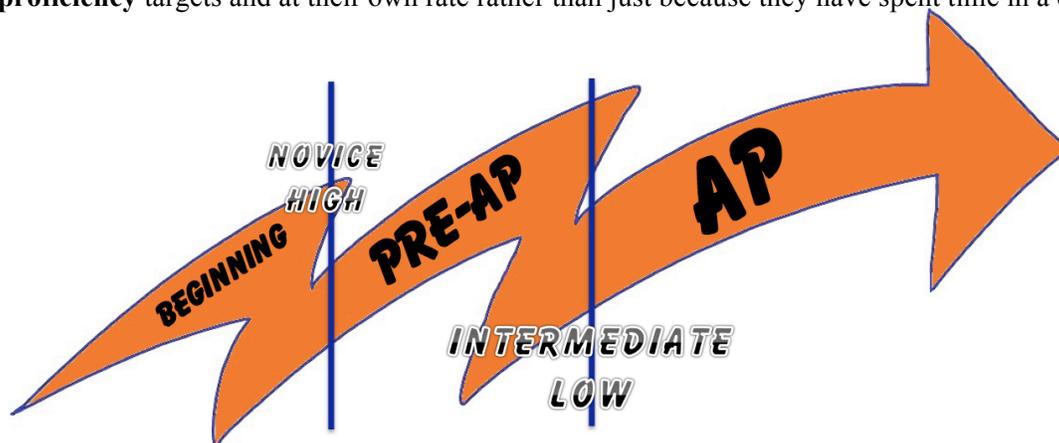
(Yearlong classes, 1.0 credit per year, elective graduation credit)

Welcome to a new year of acquiring **proficiency** in the German language and culture at Timpview High School, an **American Association of Teachers of German (AATG) Center of Excellence!** We have a lot to look forward to this year. I am excited to begin, and I hope you are too.

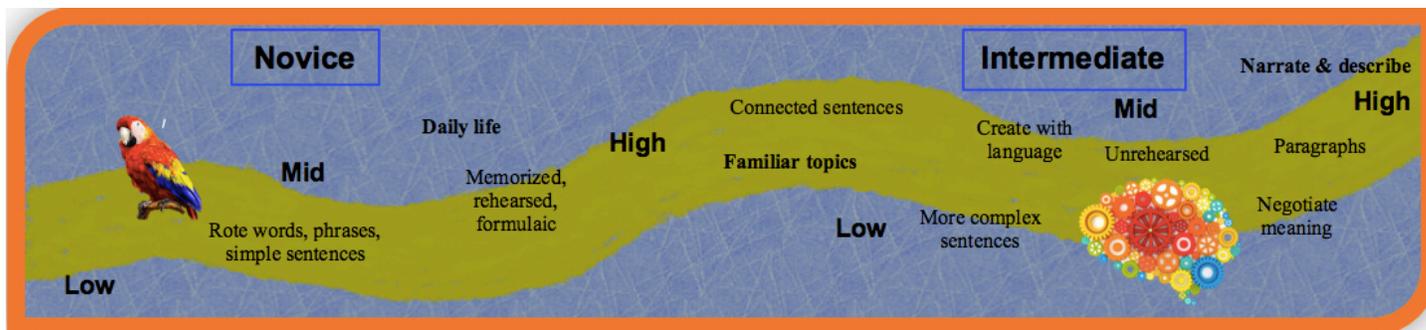
Your German class will not be like other classes you have experienced in your years of schooling. Expect the class to be different, exciting, challenging, and fun. **Everything** in our German class will focus on your **proficiency progress** in the German language and culture. Language **proficiency** refers to your ability to effectively use language to accomplish communicative tasks. **Proficiency** in a language does not increase linearly. **Proficiency** progress can be metaphorically represented as an inverted pyramid:



Developing real **proficiency** in a language does not happen over night. Real **proficiency** emerges as you engage in authentic communication about a variety of topics. This process can happen quickly or slowly depending on your opportunities and your commitment to engage in authentic communication. Additionally, it takes more engagement in authentic communication to move from the Intermediate Level to the Advanced level than it does from the Novice Level to the Intermediate Level. Each **proficiency** level has a Low, Mid, and High sub level. Most university students who major in German as a second language achieve Advanced Low **proficiency** by the time they graduate with a bachelor's degree. Students at the Intermediate Mid and Intermediate High **proficiency** levels typically pass the AP German Exam. (The AP German Exam is intended for students who have had six years of German in grades 7-12.) At Timpview, we organize our German classes according to **proficiency** levels rather than seat time. Students progress through our classes when they hit **proficiency** targets and at their own rate rather than just because they have spent time in a class:



It is not the intent of this course progression to condense four years into three. You **should** still take German for all four years of high school in order to make as much **proficiency** progress as possible. This will help you to get into competitive universities, receive scholarships, and give you a valuable life skill. Nearly all students will progress from Beginning German into Pre-AP German after one year. Depending on your individual progress, you will either spend two years in the Pre-AP class or the two years in the AP class. I encourage you to take the AP Exam when you have reached Intermediate Mid **proficiency**. **It is critical that you develop an understanding of the proficiency pathway**, know where you are on that pathway, and know what you need to do to continue your progress along the pathway. You will receive timely and specific feedback about your **proficiency** progress during our communicative activities in class.



Vision:

- Everyone is capable of acquiring authentic **proficiency** in German.
- If you engage in the process that leads to acquiring German **proficiency**, you will acquire German **proficiency**.
- In order to acquire German **proficiency**, you must take personal responsibility for your own progress. You will get exactly the amount out of this class that you put into it.
- Acquiring German **proficiency** will help you to acquire **proficiency** in a third language when you have the opportunity, and **you will have that opportunity**.

Process:

Acquiring **proficiency** in German results from meaningfully and authentically engaging in a specific process. **If you engage in the following behaviors, you will acquire German proficiency, you will have fun, and you will get an A in German.**

In-Class Behaviors:

- Come to class every day and be prepared to actively learn in class. Be fully present in the moment.
- Participate actively in all class activities.
- Always maximize the amount of German you produce in all activities.
- Stay in German at least 90% of the time.
- Listen and watch actively whenever new language is presented.
- Pay close attention to and respond to all feedback given to you and other class members.
- Use your *Deutschheft* to record new words, language structures, and cultural observations every class period.
- Remember what you have learned and integrate new language into what you already know.
- Monitor your own progress and know your own **proficiency** level.
- Expect to learn German. Expect to have fun.
- Use technology as a tool to enhance your German learning.

The classroom experiences associated with acquiring **proficiency** in a language are different than the experiences you might have had in other academic classes. In order to acquire **proficiency** in a language, you must process and create as much language as possible. You need to train both your mind and your muscles. You will make more progress if you participate in class as much as possible. Participating in class comes more naturally to some students than others. I recognize and respect this. I know that some students feel shy about participating. Others are worried that they might make a mistake and embarrass themselves. Don't worry! **There is no chance of failure when you participate.** I will help you to be able to participate regularly in class. I ask you to make participation in class a high priority and do your best to participate every day. Participation is not just raising your hand to give an answer in class—although that is an important part of participation. Full participation includes full engagement in all partner and team activities, completion of all class assignments, and on-task behavior while using a chromebook.

Out-Of-Class Behaviors:

- Spend 20 minutes expanding your German experience.
- Practice and review the new vocabulary and new language structures you are learning in class.
- Spend some of your time on expansion activities such as reading in German, watching German videos, listening to German music, using German apps, or visiting German websites.
- Edit, improve, and polish the digital projects we work on in class. Save the digital projects in your portfolio.

Your primary homework assignment is to practice the vocabulary we are learning in class. I encourage you to do this in many different ways. Be creative in your practice. Use the computer, draw pictures, write sentences, write short dialogues, create mind maps, make flash cards, teach family members, or work with a friend from class. Always remember that you are trying to connect the new German word with the actual idea or object in your mind. Try to avoid translation. Say the words out loud to help you with pronunciation. Frequently write the words out to help you with spelling. I also encourage you to do a lot of personal exploration as a part of your homework. Some good ideas are listening to German music, watching a German video, reading a German book, writing to a German pen pal, or visiting German websites. You will also use your homework time to edit, improve, and complete digital examples of what you can do in German and then post them your German portfolio. Your digital portfolio entries will be a continuation of a project or an assignment you began in class.

Rubric

- 95 I spend 20 minutes each day at a regular time and place. I make sure I master all of the vocabulary I am learning in my class. I also learn the extra words I write in my *Deutschheft* as I experience them in class. I use a variety of strategies to help me learn new words. I have found what works best for me, and I get better all the time at learning new words. I frequently write sentences or short dialogues to help me learn new words. I always use my *Detuschheft* when I work on my homework. As a part of my homework, I check out books, and videos from the class library. I have several German websites that I visit often. I use German apps on my phone.
- 90 I probably average about 10-15 minutes per day on my homework. I do a pretty good job of learning all of the words we are learning in class. I try to use a variety of strategies, but I sometimes get in a rut. Every once in a while, I check out a video from the class library and watch some of it. I've visited a few German websites too. I pull out my *Deutschheft* during my homework when I think it would be useful.
- 83 If I add it all up, I spend about 5 minutes per day on my German homework. I mostly just look at my list and read the words out loud a few times. I learn most of my vocabulary in class. I've been planning to check out a video or a book. I usually forget to bring my *Deutschheft* home. I'm not in the habit of doing my German homework every day.

Evidence:

Because our class focuses so intently on **proficiency**, the primary way we will measure your progress will be as we collect evidence of what you can do in German. You will save the evidence you create (videos, recordings, presentations, etc.) in digital format and keep it in a digital portfolio. Your digital evidence will help you to track your **proficiency** progress over time and give me an opportunity to give you effective feedback.

Grading:

Our focus in this class will be on acquiring **proficiency** in the German language and culture, **not on grades**. The grade you receive for this course will be based on a weekly process grade (*Wöchentliche Leistung*) that I will put in the computer each week. This grade will synthesize all aspects of a your engagement in the process of increasing your German **proficiency**. The grade will take participation, partner work, teamwork, and overall quality of work into account. Your grade should serve as a weekly barometer of your performance and help you to stay engaged or become more engaged in class. Please come and talk to me if you have any questions. The following grades are possible:

- 95 Excellent. Keep up the good work. (I will never give a grade higher than 95)
- 90 Even more is possible. I expect more of you.
- 87 More effort is needed. You need to expect more of yourself.
- 83 Problems are starting to affect your German **proficiency** process.
- 79 There are significant problems impeding your German **proficiency** process.
- 75 Please come and talk to me during consultation time.

Rubric

- 95 I turn my chair and change the direction I am facing so that I can track Stefan as he moves around the room. I pay close attention when new material is presented. I raise my hand to give an answer several times each class period. I dive right in and try to get the most out of the activity whenever we have a partner or team activity. I don't just work to get through the material during a partner or team activity; I try to maximize the amount of German I process and generate during each activity. I hold myself to a high standard of excellence when I work on an individual assignment in class. I am a leader on my team and help my team get the most out of every activity. I use technology effectively to help me learn German better. I speak German 90% plus in class.
- 87 I raise my hand in class whenever I feel confident that I know an answer. I wait for my partner or team members to take the lead whenever we start an activity. I usually try to speak a lot of German. I participate well with my team during activities. I use technology pretty well to help me learn German.
- 79 I wait for Stefan to call on me before I participate in class. When we are working on a partner or team activity, we sometimes get off track and stop speaking in German. I could do a better job of participating with my team on some activities. I am frequently off task when using technology. My off-task behaviors sometimes cause other students to get off task.

Assessments:

Every Friday, your class will engage in an assessment. The purpose of the assessment is for you to more accurately know where you are in your **proficiency** progress and to better understand what you need to do next to continue and improve your **proficiency** progress. We will not use the language of grades (A, B, C, D or minus 1, minus 2) as we engage in our assessments. Instead we will discuss **proficiency** levels and what the language we produce in authentic communicative activities should look like on those levels. The assessments should help you track your own **proficiency** progress and take personal responsibility for it. The class will engage several kinds of assessments. Here is a description of the pattern of each assessment:

Oral Proficiency Interview

- Stefan reviews the questions of interview with the class.
- Students interview a fellow student and then use a rubric to determine the proficiency level of the student.
- Students interview a second student and then use the rubric to determine the proficiency level of the student.
- Students record their proficiency level so that they can track progress over time.

Kontrollen

- Stefan reviews the material on the quiz with the class.
- Students take the individual quiz.
- Stefan reviews a list of German quiz-taking phrases.
- Students take same quiz a second time with their team.
- Stefan discusses the quiz with the class.

Mid-Year Checkup

Before the end of the second term, you will engage in a mid-year checkup. The checkup will consist of you passing off multiple language skills to three class members before you pass the skill off to Stefan. This will be a several day process.

Educational Badges

At the end of the year you will use the digital evidence you have collected throughout the year to earn a digital educational badge. Earning the badge will demonstrate that you have achieved a specific proficiency level. The badge will serve as sharable, linkable proof to others of your German proficiency level.

In addition to these Friday assessments, **every communicative activity we do in class is a formative assessment**. As we engage in communicative activities in class, always ask yourself the question, “**Could I do this with a real German outside of class?**”

Feedback:

The purpose of feedback is to provide you with guidance that can help you improve the quality and accuracy of the language you produce and direct your future progress. Feedback is best when it is immediate and specific. You will

receive immediate, formative teacher feedback during the natural course of communicative activities in class. You will also give each other feedback during these activities. Every Friday, we will take time in class to review and give feedback on the digital evidence of language proficiency that you have created during the week. **You will also engage in frequent self-reflection and peer-to-peer synthesis to help guide your proficiency progress.** If you would like even more personal feedback, please visit me during Monday consultation time.

Deutschheft (German Notebook):

You should buy a spiral notebook and bring it to class every day. In class, we will call your notebook *das Deutschheft*. Your *Deutschheft* will be one of the most important language-learning tools we use in our class. The diligence with which you use your *Deutschheft* is one of the best ways for you to gauge how well you are doing at taking personal responsibility for your own **proficiency** process. Because our class is held entirely in German, there are many things that you can learn in class each day. The beauty of an immersion classroom environment is that each student can progress at his/her own pace. There will be so much happening in each class, that you won't digest everything. In fact you won't necessarily be digesting exactly what the student next to you is digesting. **Your *Deutschheft* is your tool to help you digest as much German as possible and to help you focus on what you personally need in your German-proficiency process.** Periodically you will self-evaluate your use of your *Deutschheft* and give based on the following rubric.

Rubric

- 95 I use my *Deutschheft* **every day** in class. I record the new words I notice Stefan using in class or that I encounter in books, videos, or listening texts. I have many charts and formulas recorded in my *Deutschheft*. I keep a list of personal goals and ways I can improve my German learning in my *Deutschheft*. I make cultural and language observations in my *Deutschheft*. I review what I have written in my *Deutschheft* when I study vocabulary at home. My *Deutschheft* is organized and is a good working tool. I would feel lost in class if I didn't have my *Deutschheft*. I use my *Deutschheft* to help me squeeze the most out of class every day.
- 87 I regularly use my *Deutschheft* in class. I have a lot of words and charts recorded in my *Deutschheft*. My *Deutschheft* is helping me learn German better. I don't always remember to bring my *Deutschheft* to class. I don't always record as much as I should in my *Deutschheft*. I don't use my *Deutschheft* during my homework as often as I could.
- 79 I only take out my *Deutschheft* when Stefan tells the class to do it. I frequently even forget to bring my *Deutschheft* to class. I have some good stuff written in my *Deutschheft*, but I'm sure I could use my *Deutschheft* as a more powerful language-learning tool. I need to get in a better habit of using my *Deutschheft* to help me squeeze more out of class each day.

Your *Deutschheft* is your own personal tool for progressing in your German **proficiency**. You should organize it in a way that seems most valuable to you. You could include sections for new vocabulary, charts and formulas, short writing activities, verb conjugations, goals and plans, observations, etc. Make sure that the way you organize your *Deutschheft* is simple and works for you.

Policies:

I will follow, and I expect you to follow the Timpview High School attendance, dress and grooming, integrity, and electronic devices policies. These policies are printed in the Timpview Student Handbook. I will also follow the Provo School District video use policy. A list of the full-length movies in the Timpview German Video Library is available in PDF format on the class Canvas page. We may watch part or all of any of these videos in class to increase your ability to understand spoken German and study German culture. **Many of these videos are also available for you to check out and watch at home.**

I encourage students who have a smart phone to use it in class as a tool to expand their German learning. Please make a commitment to use your phone appropriately at all times during class.

Class time is extremely valuable; when you are in class, I expect you to stay in class and be fully present in the moment. Ask if you need to use the hall pass, but don't make it a daily habit. Do not waste class time texting or playing games with a cell phone.

I welcome input from parents. Students or parents may feel free to contact me via email: stephenv@provo.edu.

Required Materials:

1. Spiral notebook
2. Personal headphones/ear buds
3. Flash Drive